 Northern Wyoming Community College District

**DISABILITY SERVICES**

**HANDBOOK**

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**Welcome from the NWCCD Disability Services Staff –**

Disability Services (DS) was established to provide leadership and assistance to the Northern Wyoming Community College District in its efforts to comply with the intent and specific regulations of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Physical and program accessibility at NWCCD is a joint responsibility and can be achieved only through cooperative efforts of College faculty, staff, and students.

We strives to ensure successful access and services for students with disabilities. DS provides disability-related accommodations for NWCCD students with disabilities as well as consultation and resource information for students, faculty, staff, campus visitors, and for College departments seeking to improve accessibility for individuals with disabilities.

DS is a program within the Division of Student Affairs at NWCCD. We invite you to use our services!

The NWCCD Disability Services office has three staff members who can help coordinate services:

** **

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**Making Appointments**

In order to start the accommodation process at NWCCD, students must first complete the DS Welcome Packet and set up an appointment with a DS representative. Students must complete all paperwork and provide appropriate supporting documentation, as outlined in the DS Welcome Packet. Students must meet with DS staff each semester to continue services. This meeting will address planning for needed accommodations based on the semester’s classes.

Please note that DS Staff may not be available for drop-in appointments. Planning ahead is recommended.

Northern Wyoming Community College District prohibits discrimination in employment, educational programs, and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference. The District also affirms its commitment to providing equal opportunities and equal access to its facilities. Inquiries concerning Title VI, Title VII, Title IX, Section 504, and Americans with Disabilities Act may be referred to the Vice President for Administration, Cheryl Heath, NWCCD’s Title IX and Section 504 Coordinator, Human Rights Officer, (307) 674-6446. Inquiries also may be made to the Office of Civil Rights, U.S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3583; 303-844-3417; or TDD 303-844-3417.

**Disability Services Mission –**

The Disability Services Office leads the campus community in its commitments to recognize disability as a valued aspect of diversity, to embrace access as a matter of social justice, and to design more welcoming and inclusive environments.

**Disability Services Vision –**

The Disability Services Office will strive to become a model program serving students with disabilities in higher education. We are committed to developing a society in which individuals with disabilities thrive and participate fully. These individuals will be challenged to become responsible decision-makers, problem solvers and self-advocates in charge of their own destiny. We envision a campus community where all individuals are seen as valued and contributing members of society. Respect for all will encompass everything we do.

**Confidentiality –**

Under most circumstances, information shared with the DS Office is confidential and will not be shared without the written permission of the student. It is inappropriate for faculty, staff, or administrators to single out students with disabilities and discuss their personal situation in front of any individual at any time. While disability information will not be shared, information about accommodations will be shared among the DS staff, and NWCCD instructors and staff. All files are to be kept under two locks: locking file cabinet (designated as such for each campus) when they are not being used and behind a locked door at the end of the business day. All DS files will be shredded 7 years after last contact with student.

**Academic Integrity –**

While reasonable academic adjustments and accommodations often involve differences in specific requirements and methods of evaluation, ***integrity of the educational program cannot be sacrificed***. Lowering academic standards and waiving essential program requirements result in a different form of discrimination. NWCCD’s goals and responsibilities regarding the education of students with disabilities are not different from those regarding the education of other students, even though additional accommodations may be necessary.

**Student Rights and Responsibilities –**

Unlike elementary and secondary education, students in higher education are responsible for requesting accommodations. Students with disabilities (SWD) also have the following rights and responsibilities:

* Students initiate all requests for services and/or accommodations at DS. (Submission of documentation is not a request for services.)
* Students need to meet with a DS staff member for an intake appointment and discussion about their disabilities and the accommodations they are requesting.
* Students need to give advance notice of needed accommodations.
* If accommodations are not provided by instructors, or instructors are not cooperative, and mediation assistance is needed, please contact DS immediately.
* Students will advocate for themselves with theirinstructors and take responsibility for making sure accommodations are provided.
* Students will inform DS staff of any changes in their schedules, program of study, or personal information such as address or phone number.
* Disability-related records will be used to determine appropriate services and will be maintained in the DS Office, separate from academic records.
* All students have the right to equal access to all programs, services, and activities at NWCCD.
* Students will schedule testing space if needed by contacting the Testing Center at SC 307-674-6446 x2004 or GC 307-686-0254 x1455.
* Students must request disability accommodations EVERY semester because accommodations DO NOT automatically renew every semester.

**NWCCD and Disability Services Rights and Responsibilities –**

NWCCD and Disability Services have the following rights and responsibilities:

* NWCCD reserves the right to determine the appropriateness of submitted documentation and request for reasonable accommodations on a case-by-case basis utilizing the professional judgment of the DS staff.
* Additional information may be requested to determine eligibility for services.
* Relevant information regarding the student’s disability may be shared with those who have a legitimate educational need to know.
* All disability-related records will be destroyed seven (7) years after the termination of services, or after the student turns 21, whichever is later, unless the student remains actively enrolled at NWCCD or otherwise notifies the DS Office in writing.
* Disability Services Personnel will collaborate with faculty to ensure accommodations do not fundamentally alter the course requirements.

**Faculty Members Rights and Responsibilities**

* Identify and establish essential functions, abilities, skills, and knowledge of their courses and evaluate students on this basis. Students with disabilities should meet the same course expectations as their peers.
* Provide accommodations only to students who are registered with DS. It is NOT your responsibility to provide accommodations to students who are not registered with DS.
* Use a syllabus statement and class announcements to invite students to disclose their needs.
* Act immediately upon getting a student's request for accommodations.
* If a student needs alternative media, please provide DS with syllabi, textbooks, course packets etc., well before classes begin in order for students with disabilities to use alternative media when all other students have course materials. Converting print materials is both labor- and time-intensive. Alternative media may be print material in Braille, on audiotapes, scanned onto discs, or enlarged.
* Work to ensure that all audio-visual materials used in class are accessible (e.g., that videos shown are captioned for students with hearing impairments and that the DVD equipment used has captioning capabilities, that videos shown will be made with auditory description in some way or that written transcripts will be provided, etc.).
* Consider incorporating principles of Universal Design for Learning in your teaching.
* Request and receive from students who are requesting academic accommodations, a Letter of Student Accommodations from Disability Services that supports requests for reasonable accommodations, academic adjustments, and/or auxiliary services.
* Contact Disability Services to discuss implementation of approved academic accommodations.
* Consult with Disability Services regarding the denial of a particular accommodation if that accommodation would fundamentally alter the academic integrity of the course or program;
* Hold all students to the same academic standards set by the college department or program; select among effective reasonable accommodations, academic adjustments, and/or auxiliary services.
* Destroy any Student Accommodation Letters at the end of every semester to maintain confidentiality of students.

**Legal Terms and Definitions –**

These are a few terms and definitions that are helpful in understanding the legal environment that concerns you, a student with a disability.

Please feel free to talk to anyone in the Disability Services (DS) Office if you have any questions.

**The ADA is:**

The Americans with Disabilities Act of 1990, Public Law 101-336. It was enacted July 26, 1990 under President Bush's administration. It was designed to provide/ensure civil rights protections to individuals with disabilities in the areas of employment, public accommodations, state and local government services, and telecommunications.

**Section 504 of the Rehabilitation Act of 1973 says:**"No otherwise qualified handicapped individual in the United States ...shall, solely by reason of his handicap, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance”.

**Disability (with respect to an individual) means:**A. having a physical or mental impairment that substantially limits one or more of the major life activities of such individual;   
B. having a record of such an impairment; or  
C. being regarded as having such an impairment

**Physical or mental impairment is defined as:**Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: Neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin and endocrine; any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. Includes, but isn't limited to, orthopedic, visual, speech and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, HIV disease (symptomatic or asymptotic), tuberculosis, history of drug addiction, and alcoholism. (Current alcohol abuse and illegal drug abuse is not a protected condition).

**Has a record of such an impairment means:**The person has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

**Is regarded as having an impairment means:**The person has a physical or mental impairment that does *not* substantially limit major life activities, but who is treated by one or more public entities as if he or she is substantially limited in major life activities. This phrase also refers to people who have a physical or mental impairment which substantially limits major life activities only as a result of the attitudes of others toward this impairment. Finally, a person may be regarded as having an impairment and therefore be protected from discrimination even if he or she does not have an impairment but is treated by a public entity as having such an impairment.

**Major life activities are:**Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, thinking, concentrating, and interacting with others.

**Qualified person with a disability is:**One who meets the academic and technical standards requisite to admission or participation in the institution's programs and activities.

**Accessible means:**Easy to approach, enter, operate, participate in, and/or use safely and with dignity by a person with a disability (i.e. site, facility, work environment, service, or program).

**Legal History Overview –**

*"It's okay; I'll take the test with the class. I really don't want to have an unfair advantage.”* This is a statement DS coordinators often hear from students who know that their disability affects their performance on a test, but who feel uncomfortable accepting assistance. Did you know that you may be *legally* entitled to the accommodations you request?

There are three federal laws that protect individuals with disabilities from discrimination: the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008. It is because of these laws that people with disabilities have had a more equal opportunity to attend and participate in college. Each law has provisions that are specific to post-secondary education or public institutions. Some of the requirements for colleges and universities are listed below:

* Program accessibility to individuals with disabilities.
* Fair admissions requirements so as to avoid screening out people with disabilities.
* Provisions for academic adjustments to ensure that evaluations do not measure the disability.
* Provision of auxiliary aids, services, etc.

Disability Services (DS) assists NWCCD in meeting these legal obligations. To accomplish this, certain expectations are made of each student who needs assistance.

**Applying for Disability Services (DS) –**

As a student, it is your responsibility to identify yourself to DS as an individual with a disability and to request accommodations.

For more information on the application process, please call our Sheridan office at (307) 674-6446 Ext. 2107 or 2008 or the Gillette office at (307) 686-0254 Ext. 2350 or stop by our offices in Sheridan at GMB 110 or 102, 8:00-5:00 PM, Monday through Friday, or the Gillette office at TEC 212B to pick up the Welcome Packet. The Welcome Packet can also be downloaded from the Disability Services myNWCCD portal page or from our website at: <http://www.sheridan.edu/site/departments/student-affairs/disability-services/>. You may also set up an appointment with DS if you have questions. We also are happy to provide fact sheets about our services. Please let NWCCD know if you need any of the materials in an alternative format.

Documentation of the disability must be provided to DS and is kept on file to assist DS in determining appropriate accommodations for each class each semester. The documentation must support the accommodation(s) requested by the student; and requests for accommodations must be made in a timely manner.

Once the documentation of the disability is on file with the DS Office and eligibility is determined, a Letter of Accommodation will be created for each of your Instructors, for each of your classes for the upcoming semester. The student with a disability (SWD) is responsible for picking up these letters from the DS Office, and distributing them to the appropriate instructors in a timely manner. The instructors will then provide the requested accommodations in the classroom. If the SWD needs to borrow ADA equipment such as a Digital Recorder, Calculator, or FM Listening Device, the student will sign an Agreement to Borrow ADA Materials and will return these items at the end of **every** semester as Disability Services are re-requested **every** semester. Accommodations do not roll over from one semester to the next. A SWD must request Disability Services every semester.

**DS Accommodations –**

DS offers a variety of services to ensure qualified students with disabilities have an equal opportunity to participate in NWCCD's programs and services. Accommodation requests must be made in a timely manner. DS works closely with each student to individually determine accommodations that are effective and appropriate. In making this determination, communication is essential. Each individual knows how their disability affects them. It is important that you feel comfortable discussing these issues with your DS coordinator to ensure the discussion about necessary accommodations is a collaborative one.

**Accommodations and services offered include:**  
Test Taking Accommodations

Alternative Format Services

Communication Access Services

Note-Taking Services

Assistive Listening Devices

Equipment Loan Opportunities

Advocacy with Faculty and Staff

Service Animals

Services to Students with Temporary Impairments

Classroom Relocation

Accessible Parking

**Test Taking Accommodations –**

The goal of test taking accommodations is to ensure that student performance is measured by knowledge and acquisition of course material, and to minimize the impact of the student's disability in the test-taking process. To accomplish this, the DS Office makes recommendations for test accommodations based on the documented impact of the disability with consideration to students' self-report.

**Scheduling Exam Locations and Times**

* Students with disabilities are responsible for scheduling their exams in their campus Testing Center SC 307-674-6446 x2004 or GC 307-686-0254 x1455.
* Unless you have instructor approval, exams must be taken during the regularly scheduled exam time.
* Evening exams may be scheduled (with instructor approval) to start earlier to allow appropriate accommodations.
* If you wish to change an exam time, *first confirm with your instructor*, then notify your Testing Center coordinator.

**Arriving for Exams**

* Please arrive to the Testing Center on time. Test takers who arrive late must still finish the exam in the time allotted. Instructor permission may be needed to begin exams late.
* If you arrive on time, but there is a delay in seating you in a testing room, the ending time for your exam will be adjusted accordingly.

**Exam Room Environment & Academic Dishonesty**

* When using the Testing Center, students must leave all coats, backpacks, purses, electronic devices (turned off) in the lockers provided.
* Only materials listed by the instructor **on the Testing Cover Page** will be allowed in the testing rooms.
* The Testing Center provides pencils and pens for testing. Students must bring their own calculators.
* Individuals with Multiple Chemical Sensitivities (MCS) use our test rooms. Please do not wear any scented products when coming to take a test.
* Consistent with your accommodations, you may be in a testing room with other students.
* Testing rooms are monitored by NWCCD staff.
* The Testing Center takes the role of proctoring exams seriously. We strive to ensure academic integrity and to protect you from any question of impropriety. Any concerns regarding academic dishonesty will be addressed with the student and reported to the course instructor for further action. If found guilty of academic dishonesty while using Testing Center facilities, case-specific sanctions will be implemented, including the possibility of losing the privilege of having test accommodations facilitated by DS.

**During an Exam**

* Students are responsible for keeping track of the time. All testing rooms have clocks.
* Snacks and drinks are allowed unless using a computer.
* Take care of all personal needs before beginning your exam. If you must use the restroom, check in with the representative proctoring the exam.

**Missed/Make-up Exams**

* If you miss an exam, or anticipate missing an exam, call your instructor first. If permission to retake the exam is granted, call your coordinator to schedule a time to make up the exam.
* If you do not show up for a scheduled exam, your exam will be returned to the instructor.

**Alternative Format Services –**

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 digitally recorded format, in Braille, or in audio and electronic format. Students eligible for alternative format services must provide a copy of their class schedule to their coordinator as soon as they register. DS staff will then use the schedule to begin the process of finding texts for each class, and research their availability in alternative format.

Disability Services use agencies such as Learning Ally, Course Smart, Text Help, Inc., Pearson Alternative Textbook Resources, and Access Text Network Options to acquire many digitally recorded books. Books that are not available in alternative format from these sources are put into alternative format by hired readers and scanners. In such situations, DS strives to have the reading assignments available one week before the reading assignment is expected to be read for class.

After research is complete, DS staff will contact each student to review what is available from our agency resources and which titles are not. Students are asked to inform DS staff which titles should be ordered from our usual resources and which titles will need to be produced in alternative format. Prior to each semester, DS staff will use this information to make contact with course instructors to obtain reading schedules for texts to be produced to make materials available as soon as possible after classes begin. If this is not possible, students must bring course syllabi to their meeting with DS to provide the reading assignments.

DS will also assist faculty in producing course packets, handouts, etc. in alternative format.

DS appreciates any feedback students have regarding their alternative format. If students are unsatisfied with the speed or quality of your media, let your coordinator know so changes can be made to improve the material. Notify DS of any problems with equipment or media as soon as possible.

All media checked out to students during the semester must be returned at the end of each semester. Not returning ADA equipment may result in fines to reimburse DS for lost or broken media or equipment, placement of a financial hold on the students' account, or temporary loss of check-out privileges.

**Communication Access Services –**

Any individual (student or employee) who uses American Sign Language as a primary source of communication may request interpreting services from College Disability Support Services (DS). To ensure that arrangements for interpreting services can be made appropriately, requests for oral or sign language interpreting services for classes and other academic or campus-wide related settings must be arranged through DS in a timely manner. The DS office will consult with the SWD to discuss communication needs for the semester and/or situations that may arise. After an interpreter has been assigned, DS staff will contact the instructor informing them of the student enrolling in their class. Instructors will be given information on working with students who are Deaf or Hard-of-Hearing, as well as, information regarding working with interpreters. For other interpreting venues, the coordinator will communicate with the person responsible for the event to plan logistics.

Students are responsible for contacting the DS Office if they do not plan to attend class or other scheduled events for which services have been arranged. This is for timely notification and cancellation of services. If interpreters are not notified in advance of a cancellation, they are paid for the entire class period as well as for mileage and/or travel if not notified before travel occurs. For this reason, failure of a student to show up for three classes without notifying designated staff may result in suspension of interpreting services. Services may be reinstated once the student has met with DS staff to review DS policies and procedures for interpreting services.

**Note Taking Services –**

Students who typically ask for assistance to acquire class notes have conditions including but not limited to, hearing impairments, hand-functions limitations, learning disabilities affecting written expression or visual impairments affecting being able to see what is displayed but not described in class. NWCCD will pay a student note-taker enrolled in the same class to take and share notes with SWD. DS asks instructors to help identify qualified note-takers in individual classes. Note-taking paper is available free-of-charge from the DS office. Students may elect to arrange a loan of notes from the note-taker long enough to either use one of the copy machines on campus, or to bring the notes to the DS office where they will be copied at no charge for the eligible student. Students who opt to use note-taking paper are responsible for picking up a supply from DS and providing it to the note-taker.

Keep in mind, the best notes are those you create yourself. Notes from another person reflect the foundation of knowledge that individual has about the subject matter. In addition, someone else's notes reflect their impression about what is important in a lecture, and may not necessarily correspond with what you would consider important.

DS encourages students to record lectures whenever possible. Recorded lectures can be used to review and update notes, whether the notes are your own or are borrowed from someone else. Recorded lectures provide a back-up source of information from the class and can be a wonderful study tool.

**Assistive Listening Devices –**

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 (ALD) in classes or at College-sponsored programs. At NWCCD we use Williams FM Listening Systems.

Many students have found this system effective in helping them focus on the instructor's voice and filter out background noises in the room. Problems associated with instructor habits of moving around the room or talking while they face the blackboard are reduced by using an assistive listening system. ALDs may also be beneficial to visitors in large group meetings or campus-wide programs.

Assistive listening devices are portable, wireless, and battery-powered. In each class or event, the presenter wears the lapel microphone unit and the student retains the receiver unit. If a student uses a hearing aid, transmission is received through a neck loop, headset, or small ear bud. 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.

**Equipment Loan Opportunities –**

Students may check out DS equipment to use for their scheduled classes each semester by using the **Agreement to Loan Materials due to Disabilities Services’ Accommodations** form located on page 35 of this Disability Services Handbook. Equipment is checked each semester, but DS encourages students to check batteries and become familiar with the equipment.

**Advocacy with Faculty & Staff –**

Since students must interact with a multitude of people in the campus community, there may be the challenge when you need to speak to someone regarding disability-related issues that affect you academically, such as using test accommodations. Each person comes to the college community with a unique personality, unique outlooks toward their disability and unique experiences from past efforts to cope with their disability. DS is here to help facilitate interaction with faculty and staff, to intercede at times when you don't feel comfortable, or to help if problems arise.

DS can be the mediator, who, with permission, can share with your instructors and other staff that you have a disability, and what the appropriate accommodations are for you. DS staff does not reveal the nature of a student's disability unless permission has been given to do so, or unless there is an educational need to know. If you feel sharing more information about your disability would help your instructor understand more about what you need to have equal access, you may share this information or sign a Release of Information.

**Extended Time for Assignments and Projects**

Students qualifying for DS services who have chronic conditions or conditions that flare up unexpectedly may need advocacy services to arrange extended time for assignments and/or projects. While open-ended deadline extensions may be a fundamental alteration of course objectives, extended deadlines on specific assignments or projects may be a reasonable adjustment to course policies. DS will assist qualified students with disabilities to facilitate these adjustments, when appropriate.

Accommodations and services are determined for an individual student on a case-by-case basis. DS students are encouraged to meet with their coordinator each semester to determine what accommodations will be needed in each course. Students who anticipate their conditions may flare up or cause other difficulties, creating uncertainty about their ability to consistently meet course deadlines throughout the semester, should make those concerns known to their DS coordinator as early in the semester as possible, or as soon as they become aware of the risk of missing a deadline due to the effects of their disability.

If a student has or has not previously disclosed the possibility of their disability affecting their ability to complete assignments/projects on time, and then requests accommodations at the "last minute" before a due date, DS coordinator(s) will attempt to assist, but it may not be possible to negotiate an effective accommodation for that particular assignment/project. Advice will be offered to help the student prevent, as much as possible, future "last minute" requests. Assistance with upcoming, timely requests will, however, proceed according to the established procedure.

**Assignment/Project Deadline Accommodation Procedure:**

If the DS Coordinator agrees an extension of specific deadlines is a reasonable adjustment, the student and DS Coordinator will thoroughly review syllabi, provided by the student, for affected courses to become familiar with assignment and project deadlines, make-up options, course policies, etc.

The Coordinator will then send a letter or email to the course instructor(s) with a copy to the student, which:

* Introduces the student;
* Notes the student has a qualifying 504/ADA disability;
* Indicates the student may need assignment or project deadline extensions at times during the semester; and
* Encourages communication between the student, DS, and the instructor upon receipt of the letter to plan ahead and anticipate possibilities (e.g. identify ways to break major projects into more manageable steps, explore the student’s option to begin certain projects earlier than the class in order to prevent delays in completing the course on time, etc.)

The letter will also indicate that when the student becomes aware he/she is at risk of missing an assignment or project deadline, the following steps will be taken:

* The student is to notify their DS coordinator as soon as they become aware of the risk of missing a deadline due to unanticipated effects of their disability.
* The DS coordinator and student will discuss what may be a reasonable extension for the assignment or project in question.
* The DS coordinator will contact the instructor to discuss the specific situation and negotiate the extended deadline, taking into consideration the objectives of the course and instructor's input regarding the request.

While it is anticipated all parties will agree on the need for and length of a deadline extension, there may be occasions when there is disagreement. In those cases, the DS Coordinator, after consulting with the DS Director will determine whether a deadline extension should be given and the length of the extension.

If the instructor disagrees with the decision, he/she may appeal the decision to the Vice President for Student Affairs.

**Service Animals –**

**Policy Overview**

The American with Disabilities Act (ADA) defines a service animal as an animal that is individually trained to perform tasks for people with disabilities such as guiding people who are blind, alerting people who are deaf, pulling wheelchairs, alerting and protecting a person who is having a seizure, or performing other special tasks.

Service animals are not pets, but working animals. Service animals perform some functions and tasks that a person with a disability cannot perform himself/herself. Animals are considered “service animals” under the ADA if they meet this definition, regardless of whether they have been licensed or certified by a state or local government. Emotional support animals are not considered service animals or pets.

The following guidelines apply to service animals at NWCCD:

* A service animal is allowed to accompany an individual with a disability to most areas on campus where students are normally allowed to go.
* An individual with a service animal may not be segregated from other students.
* A service animal may be excluded from a facility, including a classroom, if the animal is out of control and the animal’s handler does not take effective action to control it; or the animal is not housebroken.
* A service animal may be excluded from a facility, including a classroom, if that animals’ behavior, such as barking, is disruptive to the other participants with tin the facility.
* If a service animals is excluded from a facility, the individual with a disability will be given the option of continued classroom participation with accommodation or may withdraw from the class.
* The service animal must be clean, in good health, with current rabies vaccines.
* Service animals must be on a leash at all times, 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.
* Service animals are required to wear a vaccination tag at all times.
* All owners and or users of service animals are responsible to clean up after and properly dispose of their animal’s waste while on campus.

The College will determine, on a case by case basis, and in accordance with applicable laws and regulations, whether individual requests for emotional comfort animals are a reasonable accommodation.  
  
More information and the complete policy can be found at the following link: [Service and Assistance Animals for Individuals with Disabilities at the Northern Wyoming Community College District.](http://www.uwyo.edu/generalcounsel/new-regulatory-structure/other-university-policies.html)

**Services to Students with Temporary Impairments –**

Temporary impairments such as broken bones, recovering from surgery, etc., may be considered disabilities. The degree of limitation of major life functions and the duration of such impairments may be substantial enough to necessitate the provision of services similar to those provided students with more chronic or permanent conditions.

Services typically involve advocating for moving classrooms to accessible locations when a student's impairment prevents classroom access, orientation to adaptive technology, information regarding accessible transportation and temporary disability parking, and note taking and exam accommodations.

**Classroom Relocation –**

Due to age and architectural design of the buildings on the NWCCD campuses, some buildings or portions of buildings are not accessible to students with mobility impairments. Construction projects also impact accessibility. Unfortunately, construction projects also take some classrooms “out of commission” for a period of time. To ensure that classrooms and laboratories on campus are accessible, DS works with the Room Scheduling office to move courses to accessible locations when a student needs that accommodation. Students who need accessible classrooms or laboratories are encouraged to:

* Review the planned schedule of classes with DS to ensure that chosen courses and classrooms are accessible.
* Request the assistance of DS to have any inaccessible courses relocated.

Early intervention of problems regarding classroom accessibility will improve the chances of simple changes. Please be sure to contact the DS Office well before classes begin or as soon as you have registered, to address any classroom relocation issues.

**Accessible Parking –**

Accessible parking is available for students, employees, and visitors with temporary or permanent physical disabilities. You may park in identifiable accessible parking space if you are in possession of a state placard or a disability license plate.

**Accessible NWCCD Housing –**

Students with disabilities who request accommodations for their room should contact the Campus Life and Housing Office. Campus Life and Housing Office needs information about disability-related needs as early as possible to ensure that your needs are met. This office is located in the Thorn Rider Commons Building (SC) and Gillette College Main Building (GC).

To apply for residence hall housing, a Campus Life and Housing Contract needs to be completed. This form includes a section where students may list any other disability or medical conditions which may need to be accommodated.

For more information about the residence halls or apartments, dimensions/features, floor plans, rental rates, and room/board rates, please contact Campus Life and Housing SC: 307-674-6446 x2300 or GC: 307-686-0254 x2351.

**Tutor Referral & Study Skills –**

Tutoring is available through the Student Success Center in SC 307-674-6446 x2701, the Tutoring Center in GC 307-686-0254 x2352, and the Math and Writing Centers. Tutoring is a free service to ALL students. Your DS coordinator can also provide you with information about tutoring.

Please note that tutoring is considered a personal service and is not a legally-mandated academic adjustment or service. However, DS will ensure that tutoring provided by NWCCD is accessible to students with disabilities.

**Student Support Services (SSS)/TRIO** is another program that provides a variety of academic support services. The services offered by SSS include individual tutoring and study skills development which may complement the disability-related services provided by our program. We encourage you to discuss these options with your DS coordinator.

**Career, Personal, and Academic Advising –**

DS staff works with other Student Affairs offices to ensure that students with disabilities have access to a full range of student services. These programs include Career Services, the Counseling Center, and others. As a student with a documented disability, you are eligible to apply for services from Student Support Services (SSS)/TRIO. SSS/TRIO is a project within Student Educational Opportunity that serves full-time NWCCD students. Its goals include "increasing the retention and graduation rates of eligible students and to foster a supportive institutional climate.” Services provided include study groups, study skills workshops, career exploration, graduate school exploration, and academic and personal support. For more information or to get an application, contact Joseph Aguirre at SC 307-674-6446 X2826 or April McCoy at GC 307-686-0254 X2828.

**Counseling Office**

Our Counseling office helps students resolve personal problems which interfere with their academic success. Examples include family problems, divorce, depression, eating disorders, etc. Call 307-674-6446 x2008 for SC or 307-686-0254 x2350 for GC.

**Academic Advising**

Students are advised by faculty or staff advisors for course and degree planning purposes. Issues such as classroom accessibility, choice of instructors, and course content (reading and writing demands, etc.) are particular concerns for DS students. As you work through the advising process, also consult with your DS coordinator to supplement the information you need to make course and degree planning decisions.

**Emergency Campus Evacuation –**

NWCCD wants to ensure that each student feels safe while attending class. Part of each student feeling safe is making sure that everyone understands the precautions that should be taken if a fire alarm or emergency alarm is activated. This is especially important for students who need assistance leaving the building or if they know that they will needs rescue personnel to assist them.

Students with disabilities are strongly encouraged to discuss with DS staff the process of leaving their NWCCD classroom and/or the NWCCD campus in the event of a campus-wide emergency evacuation, especially those students who rely on other individuals for access to and from the campus. If students are in need of physical assistance in the event of an emergency evacuation, they are responsible for notifying NWCCD staff or faculty member, or the person nearest them of this need.

**Make a Plan:**

The following are very important suggestions to help establish a plan for emergency evacuation if you have mobility issues that may impact your ability to evacuate.

* Always be aware of the two nearest exits. Regardless of whether or not you anticipate needing assistance in leaving the building, you should always know the two nearest exits from the building in relation to your location. During the first week of classes, locate exits that are closest to each of your classrooms. Once these are identified, it is important to discuss with your DS staff the possibility of needing assistance evacuating the building. If your DS staff is aware of the situation, they can discuss with you any concerns you may have about the location or can assist you in notifying instructors of special needs in case of an emergency.
* Do NOT use the elevators in an emergency.
* In an emergency, go to one of those identified exits. If there is a stairwell, stay in the stairwell until authorities are able to assist you in evacuating the building.
* Once in the exit area, find at least two friends, if not more, who are willing to stay with you until help comes, or who will notify rescue personnel of your location. Ideally, you will have someone who is willing to stay with you and a person who is willing to inform the rescue personnel.
* The person you’ve chosen to identify your location to rescue personnel should be able to give accurate directions. For example, “He/She is located in the Northwest stairwell on the second floor of GMB/TEC and needs 3 rescue personnel to safely evacuate”.
* All friends should be trained to protect themselves and to be able to offer directions to you. Good communication and accurate location information are imperative to make the system work.
* If you, or someone you know has a cell phone, call NWCCD Campus Police (SC X4150 or X4152 or GC X1210 or X1211). Give your detailed location to which building you are in, which stairwell you are located in, and whether or not someone is with you.
* When safety personnel arrive, it is important to communicate with them on how to safely aid you in leaving the building. Be familiar with the number of people needed to provide assistance.

**Inform your Instructors:**

It is important to inform each of your instructors of any necessary aid in case of evacuation. Your instructors will help you identify classmates to help you in the event of an emergency.

The information provided in this section is to assist you in planning for your safety in the event of an emergency evacuation. It is important that you have a plan for emergencies. Please feel free to contact DS if you have questions, comments, or concerns.

**Residence Halls:**

If you live in the residence halls, consider following the suggestions offered above. In addition, talk with your Resident Advisor (RA) to devise a plan for assistance in the event of an emergency.

**Accommodations and services not offered** **–**

Services that cannot be provided include personal attendants, individually prescribed devices (hearing aids), readers for personal use or study, or other devices or services of a personal nature such as typing or a tutor outside the Student Success Center. If students need any of these services, they are responsible for providing and paying for these services themselves.

NWCCD does not provide campus transportation. Sheridan Mini-Bus 307-674-9272 is available to students for a cost of $4 per trip. Gillette does not offer public transportation. Students must be aware that lack of dependable transportation does not provide an excuse for class absences.

Northern Wyoming Community College District

Disability Services

Gillette College  Sheridan College

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New Student

Welcome Packet



***Disability Services***  ***Gillette College***

*300 West Sinclair Street*

*Gillette, WY 82718*

*Office Location: TEC 212B*

*(307) 686.0254 x2350*

[*sserge@sheridan.edu*](mailto:sserge@sheridan.edu)

***Disability Services***  ***Sheridan College***

*3059 Coffeen Avenue, GMB 110*

*Sheridan, WY 82801*

(307) *674.6446 x2710/x2008*

[*tcharles@sheridan.edu*](mailto:tcharles@sheridan.edu)

[*rularson@sheridan.edu*](mailto:rularson@sheridan.edu)



Northern Wyoming Community College District

Disability Services  Gillette College  Sheridan College

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Welcome Letter

Disability Services – Sheridan College

Tim Charles, MA, TESOL

**Disability Services Coordinator**

**Address:** 3059 Coffeen Ave., GMB 110, Sheridan, WY 82801

**Phone:** 307.674.6446 x 2701 **Fax:** 307.674.3384

**Email:** tcharles@sheridan.edu

Ruth Larson, MA, LPC

**Director of Counseling & ADA Services**

**Address:** 3059 Coffeen Ave., GMB 102, Sheridan, WY 82801

**Phone:** 307.674.6446 x 2008 **Fax:** 307.674.3350

**Email:** rularson@sheridan.edu

*Revised 4/13*

Disability Services - Gillette College

Susan Serge, MA, PPC, NCC

**Manager of Counseling & ADA Services**

**Mailing Address:**

300 West Sinclair, Gillette, WY 82718

**Office Location:**

3251 South 4-J Road, TEC 212B

**Phone:** 307.686.0254 x2350

**Fax:** 307.687.7141 Attn: Susan Serge

**Email:** sserge@sheridan.edu

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 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 in the accompanying brochure 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 assisting you!

NWCCD Disability Services



Northern Wyoming Community College District

Disability Services  Gillette College  Sheridan College

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Reasonable Accommodations

Disability Services - Gillette College

Susan Serge, MA, PPC, NCC

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**Mailing Address:**

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Disability Services – Sheridan College

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**Email:** rularson@sheridan.edu

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):

|  |  |  |
| --- | --- | --- |
| * Extended test time * Quiet/distraction-reduced testing environment * Opportunities for supervised breaks * Exam reader * Use of computer with spell check and/or grammar check during essay exams * Use of a calculator during testing of   students with math calculation or  math reasoning disabilities   * Alternative testing format | * Extended time for in-class assign-   ments to correct spelling, punctuation, grammar   * No penalty for spelling on assign-   ments written in-class without dictionary/spell check   * Priority/special seating arrangements * Sign language interpreter or   remote interpreting services when  a sign language interpreter is not available   * Duplication/copy of instructor   notes or power points   * Early or priority registration | * Note sharing, note takers in class * Digital recorder in the classroom * Digital textbooks * Textbooks in Braille * Enlarged font textbooks * Scribe * Written materials provided in an   alternative format   * Assistive technology or assistive   listening devices   * Substitution of courses, or coursework, if applicable |

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.

\*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.



Northern Wyoming Community College District

Disability Services  Gillette College  Sheridan College

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Process for Requesting Accommodations

Disability Services – Sheridan College

Tim Charles, MA, TESOL

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*Revised 4/13*

Disability Services - Gillette College

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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 one student’s accommodations may be very different from those of another student.

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. (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:

1. What the disability diagnosis is;
2. Date of diagnosis and how it was reached;
3. How the diagnosed disability impacts major life functioning as well as functioning in an educational/academic environment; and
4. Specific recommendations for accommodations in the classroom/campus environment.

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, 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: Tim Charles, 3059 Coffeen Ave., GMB 110, 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 or 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 written by Disability Services and provided to the student and their instructors. These letters will not state what the disability is, but it will clearly state which accommodations are to be implemented in the classroom. These letters will delineate the responsibilities of the student, professor, and Disability Services. The accommodation process is an interactive process. Students, Disability Services, and faculty members are responsible for fully participating in the process. The students receive the original copy of the accommodation letter for their own records, as well as a copy of the accommodation letter to be given to each one of their instructors. Students are advised to meet with their professors as soon as possible to discuss their accommodations. Instructors will be asked to contact the Disability Services office to let us know the accommodation letter was received. Instructors are encouraged to let our office know 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!

Page 3



Northern Wyoming Community College District

Disability Services  Gillette College  Sheridan College

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Difference between High School and College Accommodations

Disability Services – Sheridan College

Tim Charles, MA, TESOL

**Disability Services Coordinator**

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*Revised 4/13*

Disability Services - Gillette College

Susan Serge, MA, PPC, NCC

**Manager of Counseling & ADA Services**

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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.

High School College

Applicable Laws

* I.D.E.A. is about *Success*.
* FAPE – Free Appropriate Public Education.
* I.D.E.A. (Individuals with Disabilities Education Act).
* Section 504, Rehabilitation Act of 1973.
* ADA is about *Access.*
* A.D.A. (Americans with Disabilities Act of 1990, Title II).
* Section 504, Rehabilitation Act of 1973.
* ADA Amendments Act of 2008.

Required Documentation

* Use I.E.P. (Individual Education Plan) and/or 504 Plan and/or Summary Performance.
* School provides evaluation at no cost.
* Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.
* IEP’s and 504 Plans may not be sufficient by themselves.
* Documentation guidelines specify information needed for each category of disability.
* Students must get evaluations at their own expense.
* 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.

Self-Advocacy

* Student is identified by the school and is supported by parents and teachers.
* Primary responsibility for arranging accommodations belongs to the school.
* Teachers approach students if they believe assistance is needed.
* Student must self-identify to Disability Support Services.
* Primary responsibility for self-advocacy and arranging accommodations belongs to the student.
* Professors are usually open and helpful, but most expect students to initiate contact.

Grades and Tests

* IEP or 504 plans may include modifications to test format and/or grading.
* Testing is frequent and covers small amounts of material.
* Makeup tests are often available.
* Teachers often take time to remind students of assignments and due dates.

* Grading and test format changes (i.e. multiple choice vs. essay is generally not available. Grading Accommodations to HOW test are given (extended time, test proctors) are available when supported by disability documentation.
* Makeup tests are seldom an option; if they are, students are responsible for requesting them.
* Professors 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.
* Testing is usually infrequent and may be cumulative, covering large amounts of material.

Instruction

* Teachers may modify curriculum and/alter curriculum pace of assignments.
* Students are expected to read short assignments that are then discussed and often re-taught in class.
* Students seldom need to read anything more than once; sometimes listening in class is enough.
* Classes meet daily.
* Attendance is legally mandated. School, community and the family accept the consequences of non-attendance.
* Most work is done in class.
* Classroom ratios limit the number of students/teachers, allowing a more personal connection. Students see the same teachers every day.
* Professors are not required to modify, design, or alter assignment deadlines.
* Students are assigned substantial amounts of reading and writing which may not be directly addressed in class.
* Students need to review class notes and text material regularly.
* Classes meet once, twice or three times per week.
* Attendance is the student’s responsibility. Student accepts the consequences of non- attendance.
* Most work is done outside of the class.
* Classes can range from 25 to 200 students per teacher, depending on the college and the class. Students see faculty less often.
* Aides and personal attendants are not provided.
* Aides and personal attendants are provided.

Study Responsibilities

* Tutoring and study support may be a service provided as part of an IEP or 504 plan.
* Students’ time and assignments are structured by others.
* Students may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.
* Transportation is provided to and from school.
* 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.
* Students are expected to manage their own time and complete assignments independently.
* Students usually need to study at least 2 to 3 hours outside of class for each hour in class.
* Transportation must be determined by the student and factored into the class schedule.

Parental Role

* Parents have access to student records and can participate in the accommodation process.
* Parents advocate for students and their needs.
* 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.
* Student advocates for themselves.

Northern Wyoming Community College District

Disability Services  Gillette College  Sheridan College

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Helpful Resources



Disability Services  Gillette College  Sheridan College

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Helpful Resources

Disability Services - Gillette College

Susan Serge, MA, PPC, NCC

**Manager of Counseling & ADA Services**

**Mailing Address:**

300 West Sinclair, Gillette, WY 82718

**Office Location:**

3251 South 4-J Road, TEC 212B

**Phone:** 307.686.0254 x2350

**Fax:** 307.687.7141 Attn: Susan Serge

**Email:** [sserge@sheridan.edu](file:///C:\Users\rularson\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\458MJM0S\sserge@sheridan.edu)

Disability Services – Sheridan College

Tim Charles, MA, TESOL

**Disability Services Coordinator**

**Address:** 3059 Coffeen Ave., GMB 110, Sheridan, WY 82801

**Phone:** 307.674.6446 x2701 **Fax:** 307.674.3384

**Email:** [tcharles@sheridan.edu](file:///C:\Users\rularson\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\458MJM0S\tcharles@sheridan.edu)

Ruth Larson, MA, LPC

**Director of Counseling & ADA Services**

**Address:** 3059 Coffeen Ave., GMB 102, Sheridan, WY 82801

**Phone:** 307.674.6446 x 2008 **Fax:** 307.674.3350

**Email:** [rularson@sheridan.edu](file:///C:\Users\rularson\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\458MJM0S\rularson@sheridan.edu)

*Revised 4/13*

**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.ldaamerica.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/doit/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>

**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://wyomingworkforce.org/>



Northern Wyoming Community College District

Disability Services  Gillette College  Sheridan College

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Student Responsibilities Regarding Classroom Accommodations

**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.

Let us know if we can be of further assistance.

Disability Services

**Tim Charles, M.A., TESOL - Sheridan Ruth A. Larson, M.A., LPC – Sheridan Susan Serge, M.A., PPC, NCC – Gillette**

**Disability Services Coordinator Director of Counseling & ADA Services Manager of Counseling & ADA Services**

3059 Coffeen Ave, Sheridan, WY 82801 3059 Coffeen Ave, Sheridan, WY 82801 300 West Sinclair, TEC 212B, Gillette, WY 82718

[tcharles@sheridan.edu](mailto:tcharles@sheridan.edu) (307) 674-6446 x2701 [rularson@sheridan.edu](mailto:rularson@sheridan.edu) , (307) 674-6446 x2008 [sserge@sheridan.edu](mailto:sserge@sheridan.edu) (307) 686-0254 x2350

Fax: (307) 674-3384 Fax: (307) 674-3350 Fax: 307-687-7141

*Revised August 2014*



Northern Wyoming Community College District

Disability Services  Gillette College  Sheridan College

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Initial Intake Form



Please complete this form and bring it with to your first meeting with Disability Services.

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 |  |  |  |  |
| Is there any other information that would be helpful for us to know regarding your disability and how it impacts your life and functioning in an academic setting? | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |

Check all disabilities that apply:

\_\_\_ Traumatic/Acquired Brain Injury \_\_\_ Speech Impairment

\_\_\_ Episodic Condition (Epilepsy) \_\_\_ Learning Disability

\_\_\_ Psychiatric (ADHD, Anxiety) \_\_\_ Visual Impairment/Blindness

\_\_\_ Deaf/Hard of Hearing \_\_\_ Chronic Physical Illness (RA, Lupus)

\_\_\_ Physical Disability \_\_\_ Other

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

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

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

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

Educational Goals

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

Current Educational Goals:

\_\_\_ Certificate of completion \_\_\_ Job training or professional development

\_\_\_ Associates degree \_\_\_ Personal interest

\_\_\_ Bachelor’s degree \_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ Masters or PhD \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Student Signature Date

**RE:*****Documentation of a Student’s Disability & Recommendations for Reasonable Accommodations***

Northern Wyoming Community College District

Disability Services  Gillette College  Sheridan College

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

Authorization to Release Information Form

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

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

Share Receive

Only Only

🗆 🗆 NWCCD faculty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

🗆 🗆 Parents: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please print name(s)

🗆 🗆 Faculty of High School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please print name(s) or “All” if appropriate

🗆 🗆 Administration of High School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please print name(s) or “All” if appropriate

🗆 🗆 Social Service Agencies\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

🗆 🗆 Health Care Providers\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

🗆 🗆 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 helpful 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):**

**\_\_\_\_\_Tim Charles, M.A., TESOL - Sheridan \_\_\_\_\_Ruth A. Larson, M.A., LPC – Sheridan \_\_\_\_\_Susan Serge, M.A., PPC, NCC – Gillette**

**Disability Services Coordinator Director of Counseling & ADA Services Manager of Counseling & ADA Services**

3059 Coffeen Ave, Sheridan, WY 82801 3059 Coffeen Ave, Sheridan, WY 82801 300 West Sinclair, TEC 212B, Gillette, WY 82718

[tcharles@sheridan.edu](file:///C:\Users\sserge\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\OA11LBZI\tcharles@sheridan.edu), (307) 674-6446 x2701 [rularson@sheridan.edu](file:///C:\Users\sserge\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\OA11LBZI\rularson@sheridan.edu), (307) 674-6446 x2008 [sserge@sheridan.edu](file:///C:\Users\sserge\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\OA11LBZI\sserge@sheridan.edu) (307) 686-0254 x2350

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Northern Wyoming Community College District

Disability Services  Gillette College  Sheridan College

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Student Accommodations for Fall Semester 2014

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_ ID#: \_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Dear Faculty,

Reasonable accommodations are legal mandates as defined by the Americans with Disabilities Act, the ADA Amend-ments Act, and Sections 504 and 508 of the Rehabilitations Act. Accommodations equalize learning opportunities. They are determined on a case-by-case basis to students who request services and meet eligibility requirements through appropriate documentation.

This letter is to verify that **\_\_\_\_\_\_\_\_\_\_\_\_** has been evaluated by professionals and appropriate documentation is on file in the Disability Services office. The documentation provided qualifies **\_\_\_\_\_\_\_\_\_\_\_\_\_** to receive the following accommodations:

* Extended time to take exams and quizzes. The student is permitted to have time and a half for all testing.
* A distraction reduced testing environment to complete tests and quizzes – if separate space is needed, it is the student’s responsibility to arrange for that by communicating with the instructor. If testing is to be completed in the Student Success Center or the Testing Center, a minimum of 24 hour notice and an appointment is required.
* Copy of faculty lecture notes, Power Point Presentation notes, and supplemental material used in class that could be provided as a handout, preferably before class. However, the student and instructor may also make alternative arrangements to share faculty notes and handouts at a later time.
* Use of a digital recorder to record lectures for student review later.
* Sheridan College Counseling Services.
* Free Tutoring in the Student Success Center’s Tutor Program, the Writing Center, and Math Center.

After receiving this letter explaining student accommodations, instructors are to:

* Meet with students to make sure it is clear to both of you how accommodations will be provided. (It is the instructor’s responsibility, not the student’s, to make sure accommodations are implemented).
* Return the attached enclosure in the envelope provided to let us know you received the student’s accommodation letter and understand your role with providing the accommodations listed above.
* Let us know if you have questions or need clarification on any accommodations listed.
* Keep student disability information confidential. Only release information to appropriate personnel on a need to know basis.
* Contact Director of Counseling and ADA Services, if you have questions or concerns.

Thank you in advance for supporting **\_\_\_\_\_\_\_\_\_\_\_\_\_’s** needs during this semester.

Sincerely,

|  |  |  |
| --- | --- | --- |
| Ruth A. Larson, M.A., LPC  Director of Counseling & ADA Services  Sheridan College  3059 Coffeen Ave.; GMB102  Sheridan, WY 82801  Phone: 307-674-6446 x2008  Fax: 307-674-3350  [rularson@sheridan.edu](mailto:rularson@sheridan.edu) | Tim Charles, M.A., TESOL  Disability Services Coordinator  Sheridan College  3059 Coffeen Ave., GMB110  Sheridan, WY 82801  Phone: 307-674-6446 x2701  Fax: 307-674-3384  [tcharles@sheridan.edu](mailto:tcharles@sheridan.edu) | Susan Serge, M.A., PPC, NCC  Manager of Counseling & ADA Services  Gillette College  3251 South 4-J Road; TEC212B  Gillette, WY 82718  Phone: 307-686-0254 x2350  Fax: 307-687-7141  [sserge@sheridan.edu](mailto:sserge@sheridan.edu) |

*Revised January 9, 2013*

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**Agreement to Loan Materials due to Disabilities Services’ Accommodations**

**Software/Hardware Item: (Description) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ADA Code Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Picked Up: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Picked Up by (print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Relationship (if not student): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Expected Date of Return: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Return: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**NOTE: If the item is lost, damaged, or stolen while checked out to you, you will be responsible for the entire replacement cost. If the item is not returned by closing on the due date, you will be charged a $25.00 Late Fee. *When you return the equipment, you must hand it directly to Tim Charles or Ruth Larson and each party will sign this form again*. I have read and agree to these conditions:**

**Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**City: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State: \_\_\_\_\_\_\_\_ Zip Code: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-Mail Address**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- |
| Ruth A. Larson, M.A., LPC  Director of Counseling & ADA Services  Sheridan College  3059 Coffeen Ave.; GMB 102  Sheridan, WY 82801  Phone: 307-674-6446 x2008  Fax: 307-674-3350  [rularson@sheridan.edu](mailto:rularson@sheridan.edu)  \_\_\_\_\_\_\_\_\_\_ Staff Initials | Tim Charles, M.A., TESOL  Disability Services Coordinator  Sheridan College  3059 Coffeen Ave., GMB 110  Sheridan, WY 82801  Phone: 307-674-6446 x2701  Fax: 307-674-3384  [tcharles@sheridan.edu](mailto:tcharles@sheridan.edu)  \_\_\_\_\_\_\_\_\_\_ Staff Initials | Susan Serge, M.A., PPC, NCC  Manager of Counseling & ADA Services  Gillette College  3251 South 4-J Road; TEC 212B  Gillette, WY 82718  Phone: 307-686-0254 x2350  Fax: 307-687-7141  [sserge@sheridan.edu](mailto:sserge@sheridan.edu)  \_\_\_\_\_\_\_\_\_\_ Staff Initials |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Signature at return \_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Staff Signature at return

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# Testing Center Cover Page

**Instructors:** To help ensure proper administration of tests, please complete this form and attach it to the tests that will be proctored in the testing center. Please remind students to make an appointment at least 24 hours in advance.

Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone number/Extension:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Exam Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Test Length:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **\*If students require additional time, or extended time due to accommodations, please specify exact amount\***

Last date to take exam:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*Any exam not completed by the date above will be sent back to the instructor\***

**In the event that a student is caught cheating, what would you like the testing center staff to do?**

**□ Take the exam away, and dismiss the student WITHOUT warning**

**□ Let the student finish, and notify instructor after the exam**

|  |
| --- |
| Office Use Only  Date Administered:\_\_\_\_\_\_\_\_\_\_\_\_  Start of Exam: \_\_\_\_\_\_ End of Exam: \_\_\_\_\_\_ |

**Return Instructions**

□ Mailbox **\*If you prefer the exams to be put in another mailbox, other than your own, please specify**

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

□ Instructors will pick up the exams in Testing Center Coordinator’s Office

□ Fax □ Scan/Email PDF

**Additional Test Materials \*Please check all that apply\***

□ Notes-Indicate size of sheet:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ □ Open Book

□ Calculator-Indicate Scientific or Graphing:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ □ Scratch Paper

□ Scantron (Provided by Instructor) □ Dictionary/Thesaurus/ESL Dictionary

□ Use of Computer □ Break During test

# Cell phones & personal electronic devices will NOT be permitted in the Testing Center

Additional Notes:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**NWCCD Emotional Support Animal Process**

I. Purpose

The Fair Housing Amendments Act of 1988, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act (ADA) protect the right of people with disabilities to keep service or emotional support animals, even when a policy explicitly prohibits pets. Because service or emotional support animals are not "pets," but rather are considered to be more like assistive aids such as wheelchairs, the law will generally require an exception to a "no pet" policy so that a tenant with a disability can fully use and enjoy his or her dwelling. In most housing complexes, so long as the tenant has a letter, or prescription, from an appropriate professional, such as a therapist or physician, and meets the definition of a person with a disability, he or she is entitled to a reasonable accommodation that would allow a service or emotional support animal in student housing.Please be aware that student housing is filled on a first-come, first-served basis and every effort will be made to make appropriate accommodations for you.

## II. Definitions

**What is a Disability?**

In order to qualify for a reasonable accommodation under the FHA, § 504, or the ADA, the tenant must meet the statutory definition of having a "disability”.

"Disability" is defined as a physical or mental condition or impairment that is medically cognizable, and diagnosable, and that substantially limits one or more of a person's major life activities. These limitations may include: caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, and learning. A person is substantially limited in major life activities if the individual is unable to perform the activity, or is significantly restricted as to the manner in which he or she can perform that activity when compared to the average person. Acceptable documentation of a disability can be from either a medical or mental health provider. It should verify the disability as well as the need for a service or emotional support animal.

**What is a Service Animal?**

**Service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities.** Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person’s disability.

**What is an Emotional Support Animal?**

An emotional support animal is defined as an animal, the presence of which ameliorates the effects of a mental or emotional disability. An "emotional support animal" is an animal selected to play an integral part of a person's treatment process. That animal should demonstrate a good temperament and reliable, predictable behavior. An emotional support animal is prescribed to an individual with a disability by a healthcare or mental health professional. An emotional support animal is NOT a service animal.

Unlike a service animal, an emotional support animal neither assists a person with a disability with activities of daily living, nor does it accompany a person with a disability at all the times. An emotional support animal, however, may be incorporated in a treatment process to assist in alleviating the symptoms of that individual's disability. **This treatment occurs within the person's personal residence i.e. assigned bedroom and, therefore, may be considered access strictly to district housing**.

**What is a Pet?**

A pet is an animal kept for ordinary use and companionship. A pet is not considered a service animal or an emotional support animal, and, therefore, it is not covered by this policy. Residents are not permitted to keep pets on District property or in District housing.

III. Procedures

**How do I receive accommodations for an Emotional Support Animal?**

Emotional support animals may not reside in campus housing without expressed approval of District officials. Such requests should be processed as follows:

1. Register with the Disability Services Office.
2. Provide verification of Disability via medical verification form for emotional support animal.
3. Provide up to date documents verifying vaccination, licensing documents, and spay/neuter verification in accordance with state, county, and city laws and ordinances.
4. Complete Roommate/Suitemate Acknowledgement of Emotional Support Animal Form and return form to Disability Services. A copy of this form will be placed in your housing file as well.

## Verification of Disability and Need for an Emotional Support Animal

***NOTE: Emotional Support animals are restricted to residence of the individual possessing the emotional support animal, at ALL times.***

A person desiring the assistance of an emotional support animal must provide verification to the Disability Services Office that he or she has a qualifying disability and that the emotional support animal is needed. The person's health care provider, who is qualified to make the requested assessment, must submit a signed letter on professional letterhead expressing the following:

1. The provider's diagnosis of the person's condition.
2. The provider's opinion that the condition affects a major life activity.
3. The provider's professional opinion that the emotional support animal will significantly help with the person's daily living activities and is necessary.
4. Any additional rationale or statement the district may reasonably need to understand the basis for the professional opinion.

## Removal of Emotional Support Animal

NWCCD may place a student on probation and/or exclude/remove an emotional support animal when it:

1. Poses a direct threat to the health or safety of others or
2. Results in a fundamental alteration of the District’s program or
3. Fails to comply with vaccination and licensing requirements

Should the Emotional Support Animal be removed from the premises for any reason, the owner is expected to fulfill his/her housing obligations for the remainder of the housing contract.

Abandonment, neglect, or mistreatment of any animal by any member of NWCCD will not be tolerated. All emotional support animals must be taken with the student when the student leaves campus overnight. No animal may be left overnight in Campus Housing without the owner/handler present.

## Damage

Owners of emotional support animals are solely responsible for any bodily injury to persons or district property damage caused by their animals.

Conflicting Disabilities

Students with medical condition(s) that are affected by animals (respiratory diseases, asthma, severe allergies) are asked to contact the Disability Services Office if they have a health or safety related concern about exposure to an emotional support animal. The individual will be asked to provide medical documentation that identifies the condition(s), and will allow determination to be made as to whether the condition is disabling and whether there is a need for an accommodation.

The Disability Services Office will resolve any conflict in a timely manner. Staff members will consider the conflicting needs and/or accommodations of all persons involved. In the event that an agreement cannot be reached, the Disability Services Office’s decision is final and not subject to appeal.

**Questions**

Questions or concerns related to this process should be addressed to:

# Disability Services Disability Services

# Sheridan College Gillette College

GMB 110 or GMB 102 TEC 212B

# 3059 Coffeen Avenue 300 W. Sinclair

# Sheridan, WY 82801 Gillette, WY 82718

(307) 674-6446 x2701 or x2008 (307) 686-0254 x2350

# Campus Life and Housing Campus Life and Housing

**Sheridan College Gillette College**

# TRCC 106 GCMN 110

3059 Coffeen Ave. 300 W. Sinclair

Sheridan, WY 82801 Gillette, WY 82718

(307) 674-6446 x 2300 (307) 686-0254 x2351



**Emotional Support Animal Agreement**

Handler Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Animal Type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Animal name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_ Care and Supervision:** Care and supervision of the animal are the responsibilities of the individual who benefits from the animal's use. The owner is required to maintain control of the animal at all times. The owner is also responsible for ensuring the clean-up of the animal's waste and, when appropriate, must toilet the animal in areas designated by the District.

**\_\_\_\_ Vaccination:** In accordance with local ordinances and regulations the animal must be immunized against diseases common to that type of animal. Please provide documentation of your animal’s vaccination record.

**\_\_\_\_Spay/Neutering:** NWCCD requires that your emotional support animal be spade or neutered. Please provide documentation of your animal’s spaying/neutering.

**\_\_\_\_ Licensing:** Campbell/Sheridan County requires all dogs and cats four (4) months or older to be licensed. Dogs must wear license tags at all times. The tags verify that the immunizations (rabies, etc.) required by law have been given. Please provide documentation of your animal’s license number.

**\_\_\_\_ Leash:** If appropriate the animal must be on a leash, unless the leash would inhibit the animal's ability to be of service.

**\_\_\_\_ Other Conditions:** NWCCD may place other reasonable conditions or restrictions on the animals depending on the nature and characteristics of the animal.

**\_\_\_\_ Removal of Service and/Emotional Support Animals:** The District may exclude/remove an animal when it 1) poses a direct threat to the health or safety of others or 2) results in a fundamental alteration of the District’s program.

**\_\_\_\_ Damage:** Owners of emotional support animals are solely responsible for any damage to persons or District property caused by their animals.

**\_\_\_\_ Areas off Limits to Emotional Support Animals:** Emotional Support animals are only allowed in person’s assigned housing accommodations. Emotional Support Animals are not allowed in any other District owned building.

\_\_\_\_ **Other Requirements**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

By signing this form, I understand that Disability Services will share this information (except diagnosis) with Campus Life and Housing for the purpose of making my accommodations. Please return this form to the Disability Services Office.

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

Signature: Date

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

Disability Services Representative Signature: Date



**Medical Verification Form for Emotional Support Animal**

To the Office of Disability Services:

[Patient’s Name] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is my patient, and has been under my care since \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [date]. I am familiar with his/her history and with the functional limitations imposed by his/her disability.

Due to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ disorder, my patient has certain limitations regarding: \_\_\_\_\_\_\_

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

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In order to significantly help alleviate these difficulties, and to enhance his/her ability to live independently and to use fully and enjoy NWCCD owned and administered housing unit, I am prescribing an animal that will assist Mr./Ms.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in coping with his/her disability. It is anticipated that the animal will assist in the following

manner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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I am competent to make an assessment regarding the assistive and/or therapeutic benefits of assistance animals for people with disabilities.

Upon request, I would be happy to answer questions you may have concerning my recommendation for the patient to have an animal. Should you have additional questions, please do not hesitate to contact me.

Sincerely,

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

Signature Date

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Address E-mail

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Phone# License #



**Roommate/Suitemate Acknowledgement of Emotional Support Animal**

Upon approval of an Emotional Support Animal, the student’s roommate(s) or suitemate(s) will be notified (if applicable) to solicit their acknowledgement of the approval, and notify them that the approved animal will be residing in shared assigned living space.

The following is for students in the Residence Halls and/or Apartment shares: All roommates or suitemates of the owner must sign an agreement allowing the Approved Animal to be in residence with them. In the event that one or more roommates or suitemates do not approve, either the owner and animal or the non-approving roommates or suitemates, as determined by the appropriate Housing office for the residence location, may be moved to a different location.

By my signature below, I understand that an Emotional Support Animal will reside in my roommate/suitemate’s bedroom. Should I have any concerns regarding the care and control of the animal, I will discuss my concerns with the Emotional Support Animal’s owner and then with Disability Services at x2008 (SC) x2071 (SC) or x2350 (GC) if the animal owner and I cannot come to an agreement.

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

Resident’s Name ID Date

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

Resident’s Name ID Date

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Resident’s Name ID Date

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Resident’s Name ID Date

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Resident’s Name ID Date

Please return this form to Disability Services.

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**Grievance Procedure**

• Grievance Process

Northern Wyoming Community College District has established the grievance process to ensure that the student’s rights are protected and the College community functions in an orderly manner. A student has the right to file a grievance for issues arising from actions other than those taken under recognized student disciplinary procedures by following the proper procedures. A grievance is a dispute of policy and/or procedure with any other member of the College community. The following documents outline the formal steps the student grievance committee and Dean of Students shall follow to ensure that all parties involved in the process receive fair and equitable treatment.

• Student Grievances

The basic outline of the procedure shall be included in the student handbook. The grievance procedure is not intended to replace current informal procedures, but only provides an additional avenue of dialog for students. It is also not intended to follow the traditional hearing type proceeding. The student grievance committee shall provide a prompt, fair, and equitable hearing for each grievance filed and submits a written recommendation to the Dean of Students or designee for rendering a final decision. In some cases, the committee may determine, based on written evidence, that the grievance does not meet the definition of a grievance and shall so recommend a summary judgment to the CPSS without convening an internal hearing. It must clearly be understood that neither the grievant, the respondent, any member of the committee, nor any other party to the grievance shall suffer any retribution for his/her part in the action, but shall have access to a new grievance should retribution be evident.

• Procedure

A. Receiving grievance and informal resolution phase:

1. The student who has a grievance must first meet with the Dean of Students or designee within five (5) days in order to resolve the issue informally. If, after inquiry, the Dean of Students or designee determines student’s grievance has merit, the student(s) and/or the employee(s) and the Dean of Students or designee will meet within five (5) working days of the complaint to determine potential informal resolution alternatives.

2. If appropriate resolution alternatives are developed, they will be presented to all principles involved within three (3) working days of the informal resolution meeting. After one alternative has been agreed upon by all involved parties, a notice of resolution acceptance will be prepared by the appropriate administrative personnel and signed by the student(s) and/or the college employee(s) involved. Final agreement and implementation of the resolution will be documented by the administrative supervisory personnel within five (5) working days.

3. If the efforts to resolve informally fail, the student may obtain a student grievance form and procedure from the Dean of Students or designee and file a written complaint to be delivered to the Dean of Students or designee within five (5) working days of the alleged unfair action.

4. After the written complaint is filed, the grievance enters the formal hearing phase and is remitted to the Student Grievance Committee.

B. Hearing Phase:

1. Within three (3) working days after the informal resolution meeting, the Dean of Students or designee will provide copies of the formal complaint to all parties involved.

2. Within three (3) days the Dean of Students or designee will appoint a grievance committee.

3. The grievance committee shall be composed as follows: the committee shall have at least one (1) professional staff and one alternate selected by professional staff council chair, one (1) faculty member from faculty-at-large and one alternate selected by the Faculty Senate President, and one (1) student and one (1) alternate selected by the Student Senate President. The chair of the committee will be appointed by the Dean of Students or designee and shall have voting privileges. The committee reserves the right to appoint a substitute member, who is acceptable to both parties, if a committee member and the alternate are unavailable to serve. The three committee members shall constitute a quorum.

4. Within five (5) working days of receipt of the formal complaint, the office or individual whose action is being challenged may submit a written response to the student grievance committee.

5. Within two (2) working days of receipt of the written response the student grievance committee will review the complaint and determine if the complaint constitutes a grievance. In some cases the grievance committee may determine, based on the written evidence, the grievance does not meet the definition of grievance and shall recommend to the Dean of Students or designee the claim be dismissed.

6. Within the next five (5) working days the student grievance committee will hold a hearing at which both the student who filed the grievance and the accused party shall have an opportunity to participate and present relevant information.

7. Within two (2) working days after the hearing, the committee shall submit written findings to the Dean of Students or designee. The student grievance committee will confer with the Dean of Students or designee and make recommendations to resolve the grievance. The Dean of Students or designee will make the final decision on the grievance within five (5) days. Copies of this recommendation will be given to all parties involved.

8. The decision of the grievance committee will be final and cannot be appealed.

• Student Grievance Hearing Guidelines

The following guidelines will govern the student grievance hearing. The hearing will be conducted in a closed session and be recorded by the committee.

1. The student grievance hearing is not a “court hearing” and is not meant to substitute for any external legal proceedings. Hence, the rules are flexible and follow the standards of internal procedures, as agreed upon the members of the student grievance committee. No legal counsel for either party will be allowed to be present or participate in the hearing.

2. Each party may have an advisor who shall not be an attorney who will be allowed to witness the presentations and advise the student. He/she may not communicate directly with the committee.

3. Either party who wishes to bring in witnesses must submit the list of witnesses to the Dean of Students or designee at least two (2) working days prior to the hearing.

4. All witnesses shall be excluded from the hearing except when called for giving testimony.

5. Each party to the grievance will be allotted the same amount of time for making a presentation, if they so choose.

6. The grievant will present the case first; the respondent will present after the grievant’s presentation.

7. A brief time, as determined by the chair, will be allotted to each party to offer any arguments in rebuttal.

8. The only persons allowed to present the case or argue will be the grievant and the respondent. The person making the presentation may only address the committee.

9. The committee reserves the right to question, cross examine, or to recall either party or witnesses, in order to gather additional information.

10. Procedural decisions not addressed in this document shall be the responsibility of the student grievance committee (duly recorded in writing and signed by all members of the committee and provided to all parties to the grievance). Such records shall be retained along with other pertinent files.



