

DISABILITY SUPPORT SERVICES



Nicolet College Disability Support Services Handbook

Support for Students

Did you have an IEP or 504 plan in high school or do you have learning or attention issues? Do you experience mental health challenges or chronic health conditions that impact your ability to learn? Accommodation services may be able to provide you with support. Students must self-disclose their disability status to receive accommodation services.

A person with a disability is defined by law as an individual with a physical or mental impairment that substantially limits one or more major life activities; an individual with a record of such an impairment; or an individual who is regarded as having such an impairment.

Additionally, students with temporary illnesses or injuries may also need services or accommodations similar to those with on-going disabilities in order to maintain their academic program requirements. For this reason, students should contact the accommodations office if academic accommodations are being requested.

Some examples of disabilities include but are not limited to:

- ADD/ADHD
- Autism Spectrum Disorder
- Deaf and Hard of Hearing Impairments
- Learning Disabilities
- Medical and Chronic Health Conditions
- Mobility Impairments
- Psychological Disabilities (Anxiety, Depression, Bipolar, PTSD, other)
- Traumatic Brain Injury
- Vision Impairments

Disability Law and Policy

There are various federal and state laws that help ensure equal access for individuals with disabilities at the postsecondary level. These laws include, but are not limited to:

- a) The Americans with Disabilities Act (ADA) of 1990 & Amended Act of 2008
- b) Section 504 Rehabilitation Act of 1973
- c) Section 508-Federal IT Accessibility Initiative
- d) Wisconsin Act 124 Access Text Law
- e) Wisconsin Laws related to High School Transition

Disability services staff, faculty, and students each have responsibilities in ensuring reasonable accommodations are implemented and provide equal access. A collaborative approach is vital for success in this process.

Relevant Policies:

[4.05 Access for Students with Disabilities](https://www.nicoletcollege.edu/about/compliance/board-policies/40-equal-opportunity/405-access-students-disabilities)

<https://www.nicoletcollege.edu/about/compliance/board-policies/40-equal-opportunity/405-access-students-disabilities>

Note on Service Animals

Animals that are individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability and meets the definition of “**service animal**” under the Americans with Disabilities Act (“ADA”) regulations at 28 CFR 35.104. Service animals are working animals, not pets. The work or tasks performed must be directly related to the individual’s disability.



Relevant Policies:

3.08 Service Animals

<https://www.nicoletcollege.edu/about/compliance/administrative-policies/30-safety-and-security/308-service-animals>

Confidential Personal Information

All disability related information and documentation provided to Disability Support Services (DSS) is private and confidential in accordance with the Family Education and Rights Act, (FERPA). Student files are kept in the DSS office and only staff working in Disability Support Services may have access to them. In order for DSS to discuss student accommodations and educational information with staff, faculty, parents, or other agencies, a student must sign a release of information form which names the parties to whom the information may be released.

This release statement is good until the student requests that it be withdrawn, and is kept in the student's locked file. Student records, will be kept for seven years from when the student becomes inactive.

Relevant Policies:

2.02 Privacy of Records - Release of Written Communication

<https://www.nicoletcollege.edu/about/compliance/administrative-policies/20-student-services/202-privacy-records-release-written>

Transitioning from High School to College

People ask if accommodations will transfer from high school to college. It depends. While some accommodations from high school can still be appropriate for college, they will not automatically move along with a student when they enter college. Transitioning from high school to college can be challenging if students do not understand the differences between the two educational settings. Below is a list of differences students that are helpful to be aware of before starting to transition.

Difference between high school and college

UW Platteville's website, <https://www.uwplatt.edu/transition-college>, contains an extensive list of differences between high school and college broken up into the following categories.

Following the Rules in High School
Going to High School Classes
High School Teachers
Tests in High School
Grades in High School

Choosing Responsibility in College
Succeeding in College Classes
College Professors
Tests in College
Grades in College

Prospective students are encouraged to come to the college at any time, for an informational meeting to discuss accommodations.

Accessing Accommodations

Determining what accommodations are appropriate and necessary for a particular student is a collaborative process that generally happens during the informational interview. During this meeting, an individualized "accommodation plan" is crafted which lists specific accommodations for the student.

A **reasonable accommodation** is a modification or adjustment to a service, program, course, activity, job, or facility that reduces or eliminates barriers that students with disabilities may encounter.



Reasonable accommodations are determined by examining:

- The barriers resulting from the student's involvement with the campus environment (courses, programs, services, etc.);
- The possible accommodation(s) that may eliminate the barrier
- Whether or not the student has access to a service, program, course, activity, job or facility without the accommodation(s); and
- Whether or not the essential elements of a service, program, course, activity, job or facility are compromised with the accommodation.

For the accommodations process to be successful it is important for student to contact DSS as soon as possible to initiate the process. Some accommodations may take more time to set up than others.

Accommodations Process and Student Expectations

- 1) **Identify themselves** as having a disability with Disability Support Services by contacting Disability Services through the link on the Nicolet College website, [Accommodations and Disability Support Services](#) or by contacting Disability Support Services at 715.365.4560 or 715.365.4888.
- 2) **Schedule an initial meeting** with Disability Support Services to discuss accommodations needed. Be prepared to discuss how your disability affects your participation in learning and describe what accommodations are needed for academic success and to allow equal access. At this time students can share and discuss any documentation of disability which will be confidently filed in the Disability Support Services office. Once accommodations are set up, a letter will be written and sent to all instructors that the student chooses. Students will receive a copy of this accommodations letter.
- 3) **Maintain communication** with Disability Support Services throughout the semester. Students must communicate additional supports that may be needed for success at the college level, and when necessary, make changes to the accommodation plan. New documentation does not need to be provided each term unless your needs change, and additional documentation is necessary to support your requests.
- 4) **Renew** the accommodation plan each term by contacting Disability Support Services; the accommodation plan **does not** roll over. The student bears responsibility for requesting the plan each semester and communicating with instructors if necessary.
- 5) **Understand** that accommodations are not retroactive.
- 6) **Students can request** temporary accommodations for injuries or undiagnosed psychological needs in the process of being evaluated. Federal disability law such as ADA does not recognize temporary injuries or acute medical conditions as eligible for protection for disability related accommodations under the ADA. However, if the injury lasts more than six months, the student may be afforded legal rights under the ADA. DSS staff is always willing to meet with students and answer further questions about this subject.

Examples of reasonable accommodations:

- Extended time for exams (usually 1.5 the typical time allowed for the exam)
- Distraction reduced area for testing
- Text to speech for exams
- Copy of class notes - A volunteer note taker can be recruited through the instructor and Disability Support Services to provide a supplemental set of notes. The student will be in the same course and section as the student requesting the notes.
- Assistive technology, software, or equipment (laptop computers, SmartPens, Readspeaker and TextAid, Otter ai., alternative keyboards, tables, chairs, iPads, digital recorders, etc.)



- Recorded lectures for personal study only- if you intend to record lectures, this will be put in the accommodations letter.
- Interpreting- requires processing time
- Captioning- may require processing time
- Alternative text format (e-textbook, large print, braille, printed version of online textbooks)- may require processing time. Many students with learning and/or visual disabilities use reading software to assist them with reading textbooks. Students must purchase the text books before they are allowed access to electronic texts.
- Reasonable flexibility with attendance and assignments-the instructor and student will go through the [Flexible Attendance and Assignments Guidelines](#)

Students Rights and Responsibilities

Students must be willing to recognize their disability, ask for, and then utilize the reasonable accommodations they need. This may mean adjusting attitudes and goals, or learning new ways to get organized. Using Disability Support Services is one important way to help create success.

The Accommodations Specialist will notify faculty members that a student is eligible for accommodations. **However**, it is the student's responsibility to inform the faculty member if they intend to use specific accommodations and at what specific times they wish to receive them. The accommodations process is handled in this way so that eligible student can utilize the accommodations they feel they need for each class.

Students with disabilities are responsible for notifying the college of their disabilities if they wish to have accommodations provided. Neither Nicolet nor Disability Support Services requires students with disabilities to register with them. Accommodation requests must be made with Disability Support Services, and documentation must be provided verifying the disability and limitations.

After the student has registered with Disability Support Services, and if specific accommodations are requested, Disability Support Services will contact faculty members before the beginning of the term, if possible, to inform them of the student's particular needs. Accommodations can be set up after the start of a term, but will not be retroactive. Students need to act in a timely manner so that accommodations can be set up. There are some accommodations which may take more time to get arranged.

Students with disabilities must maintain the same academic standards and maintain the same appropriate behavior as students without disabilities.

Grievance and Appeal Process

If a student/prospective student disagrees with a decision regarding an accommodation request, he/she may appeal the decision to the ADA/504 Coordinator or designee within thirty (30) calendar days using the following procedure:

The appeal must be in writing, stating the reason for the disagreement. This written appeal should be submitted to:

ADA/504 Coordinator-Students
 Nicolet Area Technical College
 PO Box 518
 Rhinelander, WI 54501
 Ph. 715-365-4448



Direct TTY/TDD calls to (715) 365-4560 through 711 relay or 1-800-947-3529
Email: ltushoski@nicoletcollege.edu

During the appeal process, reasonable accommodations will continue to be provided.

1. The ADA/504 Coordinator will re-evaluate the decision, considering any additional information or statements supplied by the prospective student or student (including any additional information from remedial or vocational rehabilitation experts). It is the student's responsibility to provide all necessary documentation at his/her own expense in support of their appeal.
2. The ADA/504 Coordinator may elect to use the assistance of an appointed accommodations committee which may consult with outside agencies in the appeal process, taking care to provide confidentiality for the student/prospective student.
3. The ADA/504 Accommodations Committee will discuss its findings and make recommendations for appropriate action to the ADA/504 Coordinator, and he/she will make the final appeal decision.
4. The student/prospective student will be notified of the final decision in writing within thirty (30) calendar days after the appeal is filed.

By filing this appeal, the student/prospective student does not give up his/her right to pursue other appeal processes within the College or through outside regulatory agencies.

College Resources

There are many college resources that may be beneficial to students with disabilities.

- DSS

[Accommodations and Disability Support Services](#)

<https://www.nicoletcollege.edu/admissions/current-students/student-services/accommodations-disability>

Kaye Mathwich, Accommodations Specialist,

email: kmathwich@nicoletcollege.edu, phone: 715.365.4560

- Tutoring

[Tutoring and Academic Support](#)

<https://www.nicoletcollege.edu/admissions/current-students/academic-support>

- Success Coaching

[Student Success Team](#)

<https://www.nicoletcollege.edu/admissions/current-students/student-services/student-success-team>

- Financial Aid

[Financial Aid](#)

<https://www.nicoletcollege.edu/cost-aid/financial-aid>

- Counseling Services

[Free Counseling and More](#)

<https://www.nicoletcollege.edu/about/blog/take-care-yourself-free-counseling-and-more-nicolet-students>



Support for Families

Things for family members to know:

The entire accommodations process must be started by the student. It is not the college's responsibility to initiate the accommodations process for the student.

While a family member may want to advocate for their relative (including children) and assist in the accommodations process, confidentiality laws prohibit college personnel from discussing your relative's information with anyone, including parents, without written consent from the student.

Relevant Policies:

[2.02 Privacy of Records - Release of Written Communication](https://www.nicoletcollege.edu/about/compliance/administrative-policies/20-student-services/202-privacy-records-release-written)

<https://www.nicoletcollege.edu/about/compliance/administrative-policies/20-student-services/202-privacy-records-release-written>

Accommodations such as testing accommodations or recording of lectures require that the student follow certain procedures. If these procedures are not followed, the student may not receive the accommodation.

If your son or daughter experiences any difficulties with their accommodations or if the status of their disability changes, it is their responsibility to inform Disability Support Services as soon as possible. If our office does not hear from your family member it will be assumed that all is well.





5364 College Drive, PO Box 518
Rhineland, WI 54501-0518
715.365.4493 or 800.544.3039 ext 4493
TTY: 800.947.3529 or 711

nicoletcollege.edu

Nicolet College does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to manage inquiries regarding the non-discrimination policies: Director of Human Resources Nicolet Area Technical College, PO Box 518 Rhineland, WI 54501-0518 Telephone: 715.365.4449 or TTY: 800.947.3529 or 711