

White Mountains Community College

Services for Students with Disabilities

A Student Guide



For More Information Contact
Kathleen I. Sosny
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Introduction:

This booklet is a starting point, a place where you can begin to familiarize yourself with disability services at the post-secondary level. It is to help incoming students with disabilities to prepare for entering the White Mountains Community College. Entering college is an exciting transition. Our goal is to help ensure that this transition is as smooth as possible and that the years spent at WMCC are an enjoyable, successful learning experience for all students.

The booklet answers questions about documentation required by the college and procedures for accessing disability services. In describing the differences between high school and college, our goal is to assist students and their parents in understanding the major differences between secondary and post-secondary services.

Community College System of New Hampshire Disabilities Services Mission Statement

It is the mission of CCSNH Disabilities Services to provide equal educational access, opportunities, and experiences to all qualified students with documented disabilities who register with the college's Disability Services office. Reasonable accommodations are provided to students to allow them to achieve at a level limited only by their abilities. Assistance is provided in a collaborative way to help students develop strong and effective self-advocacy skills as they assume responsibility for reaching their academic goals.

PROCEDURE FOR ACCESSING DISABILITY SUPPORT SERVICES



**Contact: Disabilities Coordinator
Kathleen I. Sosny
Telephone: (603) 752-1113 ext.1102
ksosny@ccsnh.edu**

To receive services at White Mountains Community College under the Rehabilitation Act of 1973, Section 504, a student must follow these steps:

For a student with a diagnosed/documented disability, the student will:

- 1. Be admitted to, or enrolled in, a White Mountains Community College program or course.**
- 2. Submit official, current, within the last three years, valid documentation of the disability to the Disabilities Coordinator or duly authorized representative.**

Documentation must be current and include a clear statement of the disability, a summary of the assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results. Suggestions of accommodations deemed appropriate at the post-secondary level are encouraged, and should be supported by the documentation.

NOTE: When psychiatric, medical, or other health professions or agencies are involved with the student's life, the student must sign a release of information with the Disabilities Coordinator. A release must also be signed for those other professionals (e.g. those who have produced documentation or have provided and are currently providing other services) to receive specific information.

- 3. Make an appointment and meet with the Disabilities Coordinator to discuss services available through the Academic Support Center, including possible requested academic adjustments.**

At this initial consultation, the student and the Disabilities Coordinator will discuss the student's documentation. For students with valid documentation, appropriate academic adjustments might then be discussed. If appropriate academic adjustments are agreed upon between the student and the Disabilities Coordinator, the Coordinator will develop an Academic Plan, specifying recommended appropriate academic adjustments.

- 4. Meet with the Disabilities Coordinator on an as needed basis.**

It is your responsibility to inform the Disabilities Coordinator of revisions to your plan that you think you need throughout the academic year.

- 5. Meet with the Disabilities Coordinator at the beginning of each new academic semester to formally update your Academic Plan.**

- 6. You are encouraged to update and sign your AP within the first two weeks of each new academic semester. Failure to do so could result in your not receiving needed academic supports.**

WHO IS ENTITLED TO ACCOMMODATIONS?

A person with a disability is an individual with a physical or mental impairment that substantially limits one or more major life activities. An individual is considered to be a person with a disability if he or she (1) has a disability, (2) has a history of a disability, or (3) is perceived by others as having a disability. An impairment constitutes a disability only if it is severe enough to result in a “substantial limitation in one or more major life activities” for the individual in question. Such activities are defined to include the ability to walk, see, hear, speak, breathe, learn, work, perform manual tasks, etc. disabilities covered by legislation may include (but are not limited to) spinal cord injuries, cancer, psychiatric disorders, head injuries, specific learning disabilities, speech impairments, visual impairments, hearing impairments, epilepsy, cerebral palsy, multiple sclerosis, loss of limbs diabetes, AIDS, severe back injuries, and others. The less obvious the disability, the more critical is the need for current documentation.

Students who self-identify as having a documented disability and who meet the following four federal criteria are entitled to accommodations. Students can self-identify and request accommodations at any time. Students are to register with the Coordinator of Disabilities Services, submit appropriate documentation, and develop an ACCOMMODATION PLAN that outlines appropriate accommodations. Instructors must then provide those accommodations *when requested by the student*

1. DOES THE STUDENT HAVE A DISABILITY?

A person with a disability is one who:

- (a) has a mental or physical impairment that substantially limits one or more major life activities (including learning); *or*
- (b) has a record or such impairment; *or*
- (c) is regarded as having such impairment.

2. HAS THE STUDENT PROVIDED ADEQUATE DOCUMENTATION?

Documentation requirements vary depending upon the disability, and must be obtained from an appropriate professional, and be current*. (*generally within 3 years)

3. IS THE STUDENT QUALIFIED?

- (a) Can the student meet the prerequisite academic and technical standards of the course or program?

And

- (b) Can the student, with accommodations, perform the essential tasks of the course or program?

The Supreme Court has defined a qualified person as one who is able to meet all of a program's requirements in spite of his or her handicap.

4. **IS THE ACCOMMODATION REASONABLE?**

An accommodation is reasonable if it:

- (a) is based on documented individual needs; *and*
- (b) allows the most integrated experience possible; *and*
- (c) does not compromise the essential requirements of a course or program.

The student must display adequate mastery of course material and meet essential requirements of academic departments. Questions to be considered about essential requirements include the following:

What is the purpose of the course?

What methods of instruction and assessment are absolutely necessary?

What are acceptable levels of performance on these measures?

- (d) does not pose a threat to personal or public safety, and
- (e) does not impose undue financial or administrative burden; and
- (f) is not of a personal nature.

Tutoring, unless available to all students, and personal care attendants are considered services of a personal nature.

White Mountains Community College
2020 Riverside Drive, Berlin NH 03570

PERMISSION TO RELEASE and EXCHANGE INFORMATION

Kathleen I. Sosny, Disability Coordinator

(603) 752-1113 ext1102

ksosny@ccsnh.edu

Name of Student: _____

Last Four Digits Social Security _____ Date of Birth _____

I give my permission for Kathleen Sosny, Disability Coordinator, to discuss pertinent educational, psychological, and/or medical records for the purpose of providing disability support services at White Mountains Community College.

This includes contact by e-mail, fax, and telephone. A copy of this permission shall have the same force as the original.

I give permission for information to be released TO or FROM the following:		
Name	Agency/Relationship	Contact Information

Note: I understand and agree that permission to exchange information will be effective until Kathleen Sosny has received written notice to revoke this form.

I do _____ do not _____ give the above permission.

Student signature

Date

THE DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE SERVICES

HIGH SCHOOL

COLLEGE

All students have the right to participate in publicly supported educational programs.	Protects only those students with disabilities who are deemed “otherwise qualified.” It is the student’s responsibility to understand the meaning of “otherwise qualified”.
The school, through a team of specialists, identifies the appropriate programming.	The students take the responsibility for identifying appropriate programming.
Students’ programs are based on their strengths and weaknesses as determined by the specialists.	The students are expected to know their own strengths and weaknesses and then base their selection of a program on those strengths and weaknesses.
Specialists, through an IEP, inform instructors about students’ needs.	The students are responsible for informing instructors about their needs.
IEP’s must be adhered to, and compliance and students’ progress are evaluated by the school.	Adherence to the Academic Plan (if there is one) or students’ verbal requests are monitored by students.

- **Self-Advocacy means speaking or writing in favor of your needs**
- **Services are not automatic. Accommodations occur only when the student request them.**
- **College students decide when, if, and to whom they disclose a disability**

**White Mountains Community College
Kathleen Sosny, Disabilities Coordinator**

Disability Support Services Application Form

Date: _____ Student ID # (last 4 digits of Soc Sec) ____ _
Name: (Last) _____ (First) _____ (MI) _____
Local Address: (Street) _____ (City) _____ (State)
_____ (Zip) _____

Perm. Address : (Street) _____
(City) _____ (State) _____ (Zip) _____

Phone: (Home) _____ (Work) _____ (Other) _____
E-mail Address: _____

Birth date: _____ Sex: _____

What is your status at WMCC? Incoming Currently Enrolled _____ (program)
Previous Education Level: _____ Last School Attended _____

In high school, did you have an IEP? Yes No

I will provide/have provided assessment information/documentation about my disability:
(check all that apply)

ADD/ADHD Psychiatric/Psychological Physical
 Chronic Health Condition Learning Disability Other _____

I have received copies of:

NHCCS Disability Documentation Guidelines and Grievance Policy Yes No
Office of Civil Rights "Know Your Rights" and "Auxiliary Aids" Documents Yes No
FERPA Consent Form (and have filled out, signed and returned this form) Yes No

If determined eligible for services or accommodations or both, I understand that I will be registered with the DSS office and meet with the WMCC Disability Support Coordinator each semester to develop a Reasonable Accommodation Plan.

Student Signature: _____
Disability Documentation reviewed on _____ by _____
Documentation meets _____ does not meet _____ WMCC guidelines.

College Accommodations for Declared High School Students

High school students presently attending classes on a campus of the White Mountains Community College (WMCC) or earning WMCC transferable credits through the project Running Start Program in their own high school classrooms can receive college accommodations. To do so, such students must disclose their diagnosed disabling condition to the disability Coordinator and produced the appropriate documentation that will validate said condition. The WMCC campus Disability Coordinator determines the reasonable accommodations that are written for students taking college-level classes after she has reviewed the appropriate documents.

In college level classes, the curriculum **must not be modified** to meet the needs of the high school students. Those students are expected to demonstrate the same level of understanding of course material- and meet the same minimum skill performance standards- as all other students in the College class. Neither high school IEP's nor 504 plans are applied at the college level. However, students with disabilities are urged to meet with the college Disability Coordinator **before** they begin the college course in order to determine what reasonable accommodations will apply and what resources are available. The Disability Coordinator for WMCC is Kathleen Sosny. She can be reached at 752-1113 ext.1102 or ksosny@ccsnh.edu.