



Accessibility Services



Suggestions



Start Early! Give yourself plenty of time to complete the process.



Ask questions and get help throughout the process.



Follow up if you haven't heard back from anyone in a reasonable time.



Keep copies of all documents and communication.



Advocate for yourself and communicate your needs clearly.



The part of Section 504 that protects you in **high school** is different from the part that applies to you in **college**.

Receiving Accommodation at College, University or Training Programs.

1

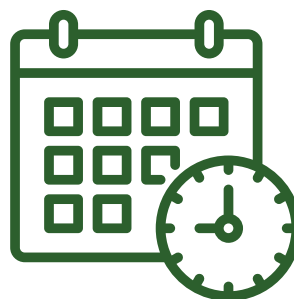
How to Register



- Schedule appointment
- Gather documentation
- Prepare your list of requested accommodations with reasons why they are important to you

2

When to Register



- Know your school's deadlines
- Apply early—before you need accommodations
- Register before classes begin

3

What are my responsibilities



- Communicate with instructors
- Stay in contact with the Accessibility Services office
- Meet deadlines
- Advocate for needs by asking for support when needed.

Accessibility Services

Receiving Accommodation at College, University or Training Programs.



School name:



How important are accommodations to me

Why are these accommodations important to your success.



List accommodations you would like

Think about what helps you learn, focus and succeed.



List documentation school requires

What documentation does the school require to determine eligibility and accommodations?



How do I resolve problems accessing my accommodations?

Ask if the school has a documented process for helping students with access.



School deadlines

What are important dates and deadlines to remember?

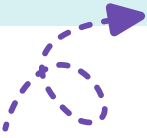


Accessibility Services are an important part of your decision making. Take this sheet with you to every school visit you attend and make sure you have all the information before making your decision.

504 In High School vs. 504 In College



Both are based on Section 504 of the Rehabilitation Act of 1973 and protect students from discrimination due to a disability. But there are key differences.



504 In High School

The high school staff:

- Identifies students who qualify
- Develops a 504 plan with parents and student
- Ensures all accommodations are received by student

Students receive services following 504 Subpart D

- Students with a disability that substantially limits a major life activity may qualify
- Parents provide supporting documentation to school

School staff are responsible for:

- Monitoring accommodation effectiveness
- Ensuring supports are provided
- Updating Parents/Guardians

- Accommodations usually follow you throughout the school day
- School Staff is responsible for sharing accommodations with everyone



Who decides?



Who qualifies?



Who is responsible?



How it Works

504 In College

Accessibility Services:

- Determines eligibility after student initiates request
- Determines extent of accommodations
- Assists students in advocating for their supports

Students receive services following 504 Subpart E

- Students with a disability that substantially limits a major life activity may qualify
- Colleges may require current documentation showing how disability impacts learning

Students are responsible for:

- Using accommodations
- Communicating with instructors and Accessibility Services
- Advocating for themselves

- Student must request accommodations each semester with each instructor
- Student is responsible for sharing information