

## Student and Family Responsibilities for Post-Secondary Education: (Section 504)

- It is the student's responsibility to inform the post-secondary school that they have a disability.
- You must be able to provide the appropriate documentation of your disability.
- If you want an academic adjustment you must inform the school. Your post-secondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following these procedures.
- You may request an academic adjustment at any time, however, you should request it as early as possible.
- If an academic adjustment is not working, you need to let the school know as soon as you become aware.
- Neither the high school or your post-secondary school is required to conduct or pay for a new evaluation to document your disability and need for academic adjustment.




## Student and Family Responsibilities for Post-Secondary Education: (Section 504, Cont.)

- While it is not the responsibility of Cabell County Schools to conduct a new evaluation for post-secondary education we will do as a courtesy. You need to inform your child's 12th grade administrator by **March 1st** of the current school year that your child with a disability is going to attend a post-secondary college or university.
- You must provide your child's current medical or physical impairment from a physician indicating how it substantially limits a major life activity or the child's ability to learn by **March 1st** of the current school year.

## Resources:

### Section 504 Guidance Document

-  <https://wvde.us/wp-content/uploads/2021/10/Section-504-Guidance-Document-FINAL.pdf>

### Preparing for Post-Secondary Education

-  <https://www2.ed.gov/about/offices/list/ocr/transition.html>

## Students with Disabilities Preparing for Post-Secondary Education



**Know Your Rights and Responsibilities Under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disability Act of 1990.**

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## Section 504 and Title II Educational Rights for Students with Disabilities in Elementary and Secondary Education

- Section 504 and Title II protects elementary, secondary, and post-secondary students from discrimination.
- Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district's jurisdiction.
- Whatever the disability, a school district must identify an individual's educational needs, and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.
- **School-age eligibility for a Section 504 plan ends upon high school graduation.**



## Section 504 Educational Rights for Students with Disabilities in Post-Secondary Education.

- Unlike your high school, however, your post-secondary school is not required to provide **FAPE**.
- The post-secondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability.
- Academic adjustments are based on your disability and individual needs.
- The adjustments may include auxiliary aids and services, as well as modifications to academic requirements as necessary to ensure equal educational opportunities.
- These adjustments can include but are not limited to, priority registration, reducing course load, providing note takers, recording devices, extended time for testing, and sign language interpreters.



## Section 504 Educational Rights for Students with Disabilities in Post-Secondary Education (Cont.)

- A post-secondary school may not deny your admissions simply because you have a disability, if you meet the essential requirements for admission.
- A post-secondary school can't charge a student with a disability for providing an academic adjustment.
- A post-secondary school may not charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

