



A REFERENCE GUIDE FOR STUDENTS, FACULTY, STAFF AND FAMILIES

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination against individuals with disabilities.

According to these laws, no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity to public entity. "Person with disability" means any person who:

1. Has a physical or mental impairment, which substantially limits one or more major life activities (including walking, seeing, hearing, speaking, breathing, learning and working).
2. Has a record of such an impairment, or
3. Is regarded as having such an impairment

"Qualified" with respect to most secondary educational services, means "a person who meets the academic and technical standards requisite to admission or participation in the education program or activity, with or without reasonable modifications to rules, policies, or practices; the removal or architectural, communications, or transportation barriers; or the provisions of auxiliary aids and services.

Alternate formats available upon requests

DISABILITY SERVICES

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Significant Differences between High School & College for Students with Disabilities

High School		College	High School		College
	Applicable Laws			Parental Role	
I.D.E.A. Section 504 of Rehabilitation Act		ADA Section 504 of Rehabilitation Act	Parent has access to student's records & participation in the accommodation process Parent advocates for student		Parent <u>does not</u> have access to records <u>unless</u> student provides written consent Student advocates for self
	Required Documentation			Teachers/ Professors	
Individualized Evaluation Plan 504 Plan School provides evaluations at no cost to the student School conducts evaluations at prescribed intervals		Varies depending on disability. IEP and/or 504 are not sufficient Student must get evaluation at own expense Student not required to be retested after initial documentation is approved unless accommodations warrant more documentation	Many modify curriculum and/or pace of assignments Use multi-sensory approaches Attendance is taken and reported Weekly testing, mid-terms, and graded assignments		Not required to modify curriculum Tend to rely on lectures Student is responsible for attending classes Testing and assignments frequency vary
	Student Roles			Grades	
Student is identified and supported by parents teachers School's responsibility to accommodate		Student must self-identify to the Disability Services Office Student's responsibility to seek accommodations	Grades may be modified on bases on the quality of the curriculum		Grades reflect the work submitted

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