

Servicios Universitarios para Estudiantes con un Plan de IEP o 504

Brigham Young University	University Accessibility Center 801-422-2767 uacfrontdesk@byu.edu https://uac.byu.edu/
Ensign College	Disability Services 801-524-1936 disabilityservices@ensign.edu https://www.ensign.edu/disability-services
Dixie State University/ Utah Tech University	Disability Resource Center 435-652-7516 drc@dixie.edu https://drcenter.dixie.edu/
Salt Lake Community College <i>Oficinas en Taylorsville, South City, Jordan, and Miller campuses</i>	Disability Resource Center 801-957-4659 drc@slcc.edu http://www.slcc.edu/drc/
Snow College <i>Oficinas at Ephraim and Richfield campuses</i>	The Office of Disability Services Ephraim: paula.robinson@snow.edu 435-283-7321 Richfield: cynthia.avery@snow.edu 435- 893-2205 https://www.snow.edu/offices/ADA/
Southern Utah University	Disability Resource Center 435-865-8042 https://www.suu.edu/disabilityservices/
Utah State University <i>Oficina en Logan and Price campuses</i>	Disability Resource Center 435-797-2444 drc@usu.edu https://www.usu.edu/drc/
Utah Valley University	Office of Accessibility Services 801-863-8747 accessibilityservices@uvu.edu https://www.uvu.edu/accessibility-services/
University of Utah	Center for Disability & Access 801-581-5020 info@disability.utah.edu https://disability.utah.edu/
Weber State University <i>Oficinas en Ogden and Davis campuses</i>	Disability Services WSU Ogden: DSC@weber.edu 801-626-6413 WSU Davis: DSCDavis@weber.edu 801-395-3442 https://www.weber.edu/disabilityservices
Westminster College	Student Disability Service 801-832-2272 disabilityservices@westminstercollege.edu https://westminstercollege.edu/student-life/student-disability-services/

Bridgerland Technical College	ADA Coordinator 435-753-6780 https://btech.edu/students/americans-with-disabilities-act/
Davis Technical College	ADA Coordinator 801-593-2396 adacoordinator@davistech.edu https://www.davistech.edu/disability-services/
Dixie Technical College	ADA Coordinator 435-674-8620 https://dixietech.edu/student-policies/
Mountainland Technical College <i>Oficinas en Lehi, Orem, Provo, Spanish Fork, and Heber campuses</i>	Academic and Career Counselors/ADA Coordinators Lehi: kclarke@mtec.edu 801-753-4109 or ladams@mtec.edu 801-753-4209 Orem: nheslington@mtec.edu 801-753-4215 Provo & Spanish Fork: susan.teemant@mtec.edu 801-753-4116 https://mtec.edu/counseling/
Ogden-Weber Technical College	ADA Coordinator 801-627-8462 scott.teuscher@otech.edu https://www.otech.edu/current-students/ada-disabilities/
Southwest Technical College	ADA Coordinator 435-865-3944 ctracy@stech.edu https://stech.edu/admissions/disabilities-services/
Tooele Technical College	ADA Coordinator 435-248-1840 https://tooeletech.edu/students-with-disabilities/
Uintah Basin Technical College	ADA Coordinators holly@ubtech.edu 435-722-6914 trinityl@ubtech.edu 435-725-7103 https://www.ubtech.edu/admissions/ada-disabilities/

Recursos

Departamento de Educación de EE. UU., Oficina de Derechos Civiles, Estudiantes con discapacidades que se preparan para la educación postsecundaria: Conozca sus derechos y responsabilidades, Washington, DC, 2011. <https://www2.ed.gov/about/offices/list/ocr/transition.html>

Departamento de Educación de EE. UU., Oficina de Derechos Civiles, Ayudas y servicios auxiliares para estudiantes postsecundarios con discapacidades, Washington, DC, 1998. <https://www2.ed.gov/about/offices/list/ocr/docs/auxaids.pdf>

Centro de información para padres y recursos: <https://www.parentcenterhub.org/>

Comparison of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), & The Americans with Disabilities Act (ADA)

	IDEA (K-12)	Section 504 (K-12/College)	ADA (College/Empl)
Requirements in the Law	<ul style="list-style-type: none"> ➤ Provides a free, appropriate, public education in the least restrictive environment. 	<ul style="list-style-type: none"> ➤ Requires any agency, school or institution receiving federal financial assistance to provide persons with disabilities to the greatest extent possible, an opportunity to be fully integrated in to the mainstream. 	<ul style="list-style-type: none"> ➤ Extends coverage of section 504 to employment, public & private education institutions, transportation providers & telecommunications, regardless of presence of any federal funding.
Definitions in the law	<ul style="list-style-type: none"> ➤ Specific disability categories are defined in the law; covers students with educational disabilities that require special services from specially trained teachers. ➤ Not all students with disabilities are eligible. 	<p>Defines persons with disabilities who:</p> <ul style="list-style-type: none"> ➤ Have a physical or mental impairment which limits one or more major life activities; ➤ Have a record of such an impairment; or ➤ Are regarded as having an impairment. 	<ul style="list-style-type: none"> ➤ Definitions of disability essentially same as Section 504 & extends coverage to persons without disabilities who may be related to or associated with a person with a disability; Includes HIV status, contagious & non-contagious diseases.
Who is covered	<ul style="list-style-type: none"> ➤ Covers students with educational disabilities that require special educational service ages 3-21 or until graduation. 	<ul style="list-style-type: none"> ➤ Protects all persons with a disability from discrimination in educational setting based solely on disability. 	<ul style="list-style-type: none"> ➤ Protects all persons with a disability from discrimination in educational setting based solely on disability.
Services provided	<ul style="list-style-type: none"> ➤ Offers educational services that are remedial in addition to services available to all mainstream students (i.e., PE, Art, field trips). 	<ul style="list-style-type: none"> ➤ Eliminates barriers that would prevent a student from full participation in programs/services offered to the general school population. 	<ul style="list-style-type: none"> ➤ Eliminates barriers that would prevent a student from full participation in programs/services offered to the general school population.

	IDEA (K-12)	Section 504 (K-12/College)	ADA (College/Empl)
Funding	<ul style="list-style-type: none"> Schools receive federal funding to provide remedial services. 	<ul style="list-style-type: none"> Requires that schools not discriminate based on student's disability & must provide appropriate accommodations, but schools receive no additional financial support to provide support services or auxiliary aids. 	<ul style="list-style-type: none"> Requires that schools not discriminate based on student's disability & must provide appropriate accommodations, but schools receive no additional financial support to provide support services or auxiliary aids.
Evaluation/ Documentation	<ul style="list-style-type: none"> School district is responsible for identifying & evaluating students with disabilities. 	<ul style="list-style-type: none"> <u>K-12</u>: School district is responsible for identifying & evaluating students with disabilities. <u>College</u>: Students must self-identify as having a disability & must provide documentation of disability. 	<ul style="list-style-type: none"> Students must self-identify as having a disability & must provide documentation of disability.
	<ul style="list-style-type: none"> Evaluations are the responsibility of the school & are performed at no expense to student/parent. 	<ul style="list-style-type: none"> <u>K-12</u>: Evaluations are the responsibility of the school & are performed at no expense to student/parent. <u>College</u>: Evaluations/ documentation of disability are student's responsibility & expense. 	<ul style="list-style-type: none"> Evaluations/documentation of disability are student's responsibility & expense.
	<ul style="list-style-type: none"> Parents must consent to evaluations & placement decisions. 	<ul style="list-style-type: none"> <u>K-12</u>: Parents must consent to evaluations & placement decisions. <u>College</u>: Student has responsibility for advocacy, negotiating accommodations plan. 	<ul style="list-style-type: none"> Student has responsibility for advocacy, negotiating accommodations plan.
IEP/ Accommodations	<ul style="list-style-type: none"> Individual Education Plan (IEP) developed with parents, teachers & other specialists involved. 	<ul style="list-style-type: none"> 504 Plan developed with parents, teachers, school personnel involved (for elementary/secondary students). Accommodation plan developed with college student, Disability Services Coordinator on campus. 	<ul style="list-style-type: none"> Accommodation plan developed with college student, Disability Services Coordinator on campus.
Classroom Placement	<ul style="list-style-type: none"> Placement must be in the least restrictive environment; may be special classrooms, resource, or regular classroom. (Elementary & secondary students) 	<ul style="list-style-type: none"> Placement is in regular classroom with support services to eliminate barriers to the educational experience. (Elementary, secondary, & college students). 	<ul style="list-style-type: none"> All courses are mainstreamed with accommodations provided to students who qualify under ADA.

PRE-HIGH SCHOOL

9TH GRADE

10TH GRADE

11TH GRADE

12TH GRADE

Pre-High School

1. Register for challenging classes in English, mathematics, science, history, geography, and foreign language.
2. Learn what study skills work for you. Find out how to save money for college and the options available for financial aid.
3. Improve any basic skills deficits in reading, mathematics, and oral and written language.
4. Begin a file for the papers that will help in making the transition from high school to college (e.g., IEPs/Section 504 accommodation plans, testing, resources, and study tips).

Freshman (9th grade)

1. Understand what your disability is. Describe how it affects your learning.
2. Actively participate in making your IEP/Section 504 accommodation plan.
3. Work with your school counselor to get the credits and classes needed to meet most college admission requirements.
4. Use accommodations, auxiliary, and/or other services to assist you in learning how to learn.
5. Check out the college resources available to you at your high school, such as concurrent enrollment, technical training, and/or informational pamphlets.
6. Get involved in activities (e.g., leadership, service clubs, recognition).

Sophomore (10th grade)

1. Find programs and areas of interest. Search colleges for more information about programs of interest.
2. Investigate careers and jobs that are interesting to you.
3. Have conversations with people who can tell you more about careers and jobs.
4. Start saving funds for college.

Junior (11th grade)

1. Take an active part in your IEP/Section 504 process. Ask for help understanding your disability. Find out what resources are available.
2. Begin to match interests and hobbies with academic programs and colleges.
3. Investigate numerous majors and colleges that match your needs and interests.
4. Begin studying or take a course to prepare for the ACT or SAT. Be aware of deadlines to register and dates of tests.
5. Learn time management and study skills, stress management, how to advocate for yourself, and how to prepare for a test. Practice these skills.
6. Talk with representatives, then visit your school or take a tour at a college. Visit at a time when it is less busy so they will be able to take you on a tour of the school and answer any questions you may have.
7. Keep a folder with all your documentation. Make sure you keep it current. Look at learning disability testing, if applicable.

8. Make an appointment with your school counselor to discuss senior classes and classes you may be able to take for college credit.

Senior (12th grade)

1. Meet with your school counselor to discuss senior plans and college plans.
2. Increase study skills and self-advocacy skills. Know whom to speak to for assistance, and what solutions may be available.
3. Gather copies of your transcripts, evaluations, a copy of the latest IEP/Section 504 accommodation plan, and medical records if applicable. Include any tests you have taken, such as the ACT, SAT, or ASVAB. Also, include a list of accommodations you received in high school.
4. Turn in scholarship applications in November through February. Fill out and turn in financial aid applications. The deadline for the Free Application for Federal Student Aid (FAFSA) at <http://www.fafsa.ed.gov/scholarship> is February 1!
5. Complete applications neatly and accurately. Follow the directions and watch for deadlines. You may wish to apply to more than one college.
6. Make an appointment and visit with the disability or accessibility office any time after February. Registration usually starts in April for the following fall semester.
7. Contact Vocational Rehabilitation (VR) to determine eligibility for services while in college. You can work with the local VR office even if the college is far away.

start planning

