

Lindale ISD

SECTION 504

POSTSECONDARY TRANSITION

August 2025

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Postsecondary Transition

What is Required

The Campus Section 504 Chairperson shall work with students with disabilities receiving services under Section 504 to facilitate their successful transition to postsecondary education and/or employment where appropriate. Among other things, the Campus Section 504 Chairperson will ensure that students understand their rights and responsibilities as they prepare to enter a postsecondary education and/or employment setting, as well as the accommodations that may be available in these settings. The Campus Section 504 Chairperson will also work with students with disabilities to prepare them to work collaboratively with their postsecondary institution's disability coordinator to ensure the student has an equal opportunity to participate in the postsecondary institution's programs or activities and to understand how to talk with potential employers about disability-related needs.

The Campus Section 504 Chairperson shall ensure that students with disabilities are able to self-advocate for their disability-related needs. To do so, the Campus Section 504 Chairperson will make sure that students with disabilities are able to fully explain their disabilities, including the challenges they have faced in the past due to their disabilities and how they have been able to overcome those challenges through accommodations and supports. Where appropriate, students shall be invited to attend their Section 504 meetings to be best prepared to self-advocate to their postsecondary institution and/or employers. The Campus Section 504 Chairperson may also consider practicing role-playing and other preparatory exercises with students with disabilities to equip them with the skills to explain their disabilities and advocate for their disability-related needs.

Finally, the Campus Section 504 Chairperson and Campus Personnel shall ensure that students with disabilities are prepared to meet the appropriate standards for their postsecondary institutions. Specifically, students with disabilities should be encouraged to take a high school curriculum that will prepare them to meet those standards and should be taught writing skills, computer skills, study skills, and time management skills to be successful at the postsecondary level.

Postsecondary Standardized Testing/Entrance Exams

Standardized tests may not be selected or administered in a way that tests the student's disability rather than the achievement or aptitude of the student. The student must be provided any changes to testing conditions that are necessary to allow the student with a disability to participate, but only if the changes do not fundamentally alter the examination or create undue financial or administrative burdens. Examples of changes in testing conditions that are generally accepted include, but are not limited to, the following: Braille, large print, fewer items on a page, tape recorded responses, responses on the test

booklet, frequent breaks, extended time, testing over several sessions, small group setting, private room, preferential seating, and the use of a sign language interpreter.

Depending on the assessment, the student will need to contact the postsecondary institution and/or the College Board and provide documentation of a disability and the need for a change in testing conditions. The Campus Section 504 Chairperson will work with the student to ensure that the student understands the process for requesting such accommodations and submits the required documentation in a timely manner.

Admissions to Postsecondary Institutions

It is important that Campus Section 504 Chairpersons be knowledgeable about the rights of high school students with disabilities during the process of applying for admission to postsecondary institutions. Postsecondary institutions generally may not ask an applicant about disability status prior to admitting the applicant, except where the institution is taking remedial action to correct the effects of past discrimination or taking voluntary action to overcome the effects of conditions that limited the participation of individuals with disabilities. For example, during the admissions process, the postsecondary institution may not ask questions such as: "Are you in good health?" or "Have you been hospitalized for a medical condition in the past five (5) years?"

However, a postsecondary institution may ask about an applicant's ability to meet essential program requirements, provided that such inquiries are not designed to reveal an applicant's disability status. Likewise, a student is not obligated to notify a postsecondary institution of a disability, unless the student seeks an academic adjustment, assignment to accessible housing or other facilities, or other disability-related services.

A student may not be denied admission to a postsecondary institution or excluded as not being qualified for a program because of a disability. For example, the postsecondary institution may not deny a student with a visual impairment admission to a visual arts program based on an assumption that all applicants with visual impairments would be unable to meet the essential eligibility of the visual arts program. However, a postsecondary institution may require a student to meet essential requirements for admission to the institution or participation in a program. Thus, if the individual student would *actually* be prevented from meeting the essential technical or academic standards necessary to participate in the visual arts program, the postsecondary institution may deny the student admission to the program.

Post-Admission

Once a student with a disability has been accepted to a postsecondary institution, the Campus Section 504 Chairperson will work with that student to ensure that the student understands their rights and responsibilities related to requesting academic adjustments

and auxiliary aids and services under Section 504 from the postsecondary institution. Academic adjustments are defined as:

[S]uch modifications to [the] academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of [disability] against a qualified...applicant or student [with a disability]. Academic requirements that the recipient can demonstrate are essential to the instruction being pursued by each student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.

Academic adjustments may also include a reduced course load, extra time on tests, and the provision of auxiliary aids and services—including note-takers, readers, recording devices, sign language interpreters, screen-readers, voice recognition and other adaptive software or hardware for computers, and other devices that may help ensure the student's ability to participate in the institution's programs and activities.

A postsecondary institution is not required to provide an academic adjustment that would alter or waive essential academic requirements or fundamentally alter the nature of a service, program, or activity or result in undue financial or administrative burdens on the postsecondary institution. Furthermore, a postsecondary institution, however, is not required to provide a student with personal devices and services, such as one-on-one aides, eyeglasses, or tutoring, unless such devices or services are provided to the general student population.

Documentation

A postsecondary institution may set their own requirements for documentation for a student to receive academic adjustments, so long as the requirements are reasonable and comply with Section 504. The student is responsible for completing any required documentation and obtaining necessary testing to document the existence of a disability. The District is not required under Section 504 to conduct evaluations for the purpose of the student obtaining academic adjustments upon enrollment in a postsecondary institution.

A student's Section 504 plan generally will not be sufficient documentation to demonstrate the need for an academic adjustment from a postsecondary institution. However, any assessment information or other material used to develop the Section 504 plan may be beneficial for documenting the current disability or need for an academic adjustment or auxiliary aids and services.

The Campus Section 504 Chairperson will help a student with a disability identify and address the specific documentation requirements of the postsecondary institution the student will be attending. This includes identifying existing documentation in a student's records, such as evaluation reports and other assessment information; progress reports; documented receipt of accommodations and auxiliary aides and services; and the summary of the student's academic achievement and functional performance. The Campus Section 504 Chairperson will ensure that the student is able to provide the postsecondary institution the most comprehensive documentation possible based on the existing records, as services may be delayed or denied where documentation is insufficient or unclear.

Evidence of Implementation

- Communication between Campus Section 504 Chairperson and Student
- Assistance to Student Regarding Request for Accommodations on Standardized Testing/Entrance Exams
- Provision of Skills Necessary for Students to Self-Advocate
- Provision of Skills Necessary for Students to Succeed in Postsecondary Institution and/or Employment
- Inclusion of Student in Section 504 Meeting
- Provision of Student Records to Postsecondary Institution
- Provision of Additional Documentation Related to Student's Disability Provided to Postsecondary Institution

Resources

[Title 34, Section 104 of the Code of Federal Regulations \(“Section 504 Regulations”\)
- Electronic Code of Federal Regulations](#)

[Technical Assistance: Section 504 – Texas Education Agency](#)

[Section 504 Fact Sheet for Parents - Texas Education Agency](#)

[Transition of Students with Disabilities to Postsecondary Education: A Guide for
High School Educators - U.S. Department of Education](#)

[Auxiliary Aids and Services for Postsecondary Students with Disabilities - U.S.
Department of Education](#)

CITATIONS

Board Policy FB; 29 USC 794; 28 CFR 35.104, 35.130(b), 35.164; 34 CFR 104.3,
104.42(b), 104.44(a)