

Special Education Laws

- ▶ Section 504 of the Rehabilitation Act (aka “Section 504”)
 - a federal statute that prohibits discrimination against individuals with disabilities
 - broadly defines an “individual with a disability” as any person who:
 - (1) has a physical or mental impairment which substantially limits one or more of such person’s major life activities;
 - (2) has a record of such an impairment; or
 - (3) is regarded as having such an impairment.
 - “504 Accommodation Plan”
 - created to eliminate barriers and provide access so an individual student can fully participate at school

Special Education Laws (continued)

▶ Americans with Disabilities Act (aka “ADA”)

- similar to Section 504 statute
- ensures access in college settings *without* a formal “504 Accommodation Plan”

LOYOLA UNIVERSITY > OFFICE FOR EQUITY AND COMPLIANCE > TITLE IX & EQUITY LAWS > ADA/504

The ADA & Section 504

Loyola is committed to full compliance with applicable sections of the Americans with Disabilities Act ("ADA") and Section 504 of the Rehabilitation Act, which prohibit discrimination against qualified persons with disabilities, as well as other federal and state laws pertaining to individuals with disabilities. Under the ADA/Section 504 and its amendments, a person has a disability if they have a physical or mental impairment that substantially limits one or more major life activities. ADA/Section 504 also protect individuals who have a history or record of a substantially limiting impairment, or who are perceived by others as having such an impairment.

If you have questions about disability discrimination or believe you have been discriminated against based on disability, please contact Tim Love, Executive Director for Equity & Compliance, or another member of the Office for Equity & Compliance staff, at (773) 508-7766 or equity@luc.edu, and/or you may **submit a report online via the Maxient reporting system**.

Example accommodations for students with migraine

- ▶ Permission to record classes
- ▶ Access to outlines, handouts, PowerPoints in advance or for missed class
- ▶ Access to recordings of class or notes from a notetaker
- ▶ No penalty for missing classes due to migraine
- ▶ Preferential seating to alleviate light and sound triggers
- ▶ All text available in digital, e-text, or audio formats
- ▶ Access to voice-to-text software
- ▶ Reduced course load
- ▶ Preferential course scheduling
- ▶ Single-room dorms or suites with air-conditioning
- ▶ Permission to have water available and snacks for breaks during class
- ▶ Ability to have laptop in class for notetaking
- ▶ Eligibility for subscriptions for audio textbooks

Testing accommodations for students with migraine

- Extended time on all assessments and timed work.
- Flexible scheduling/rescheduling of tests in the case of a migraine attack
- No more than one high-stakes test (midterm or final) per day with a maximum time not to exceed 3 hours per day
- Unlimited breaks (breaks do not count towards time)
- Testing in a small, quiet, distraction-free environment
- Mark answers in a physical test booklet if assessment is online
- Large print and/or decreased material on the page
- Ability to use an audio format for all reading passages on tests
- Access to a calculator for all math and science requiring calculations
- Access to a keyboard or use of your own laptop computer for all writing

Virtual learning tips for students with migraine

- ▶ Keep screens at eye-level
- ▶ Get up, move, and stretch regularly
- ▶ Use screen covers and/or blue-light filtering glasses
- ▶ Utilize built-in “night shift” settings
- ▶ Work in a quiet and comfortably lit area
- ▶ Intentional screen breaks
- ▶ Permission to take yourself off-screen
- ▶ Good, comfortable headphones
- ▶ Text-listening apps (audible.com, learningally.com, Google text-to-speech)

- ▶ *Greater use of all other accommodations*

Thank you for your time!
Any questions???

Daniel King

Advocacy and Policy Associate

Email: dking@headaches.org



Website: www.headaches.org