

Chapter 11

EDUCATION

The information presented here is only a beginning to help you understand the laws and opportunities for access to education as an individual with a spinal cord injury. This may be through formal education, tutoring, vocational training and many forms of informal education. You can have an independent life during and after school ends. For some individuals with spinal cord injuries choices may be more complex and may require a great deal of planning. Developing the right plan for you to be successful in your venture will require being both resourcefulness and creativity. There are resources available if you do some research and get others to assist you.

This Chapter is only intended as a guide. Many, many resources are listed. Go to the section that applies to you the most and that might be beneficial to you.

ADOVCATING FOR YOURSELF

As a person with a SCI disability, you will encounter challenges. How you deal with these will determine how you will do when you leave high school and enter post high school education or the world of work. Learning to advocate for yourself and protect your own rights and interests may be the most important lesson you will learn. You will need to know and understand the Laws, your rights and the resources available to you.

THE LAW

A Parent's Guide to Special Education in Connecticut provides information for parents, guardians and other family members about laws, regulations, and policies affecting special education programs and services. These protections, rights and opportunities will best help students with disabilities reach their full potential when parents, families and schools work collaboratively. Setting high expectations for students and high standards for programs will provide the greatest opportunities for a successful adult life.

The Special education laws and regulations are meant to protect a student with a disability to ensure that he or she receives the services and assistance that may be necessary to make meaningful progress in his or her education program. In Connecticut, the special education system is based on the federal special education law, Individuals with Disabilities Education Improvement Act (IDEA 2004) and its implementing regulations, in combination with the state's special education law, Connecticut General Statutes Section 10-76a to 10-76h, inclusive and the implementing regulations.

“These laws are complex. The goal of this Guide is to help families understand the key concepts of the laws and how to be an effective partner with the schools in the special education process. This booklet has been developed to answer frequently asked questions regarding special education. For further assistance in understanding your rights or to receive a statement of your procedural safeguards, contact the Director of Special Education in your local school district. You may also write or call the **Bureau of Special Education, Connecticut State Department of Education**, P.O. Box 2219, Room 369, Hartford, CT 06145-2219, at 860-713-6910”

In consideration of its obligations under IDEA 2004, the **Connecticut State Board of Education** has stated that a unified and coordinated continuum of educational opportunities and supports designed to address individual needs, serves and benefits all students. The Connecticut State Board of Education also supports the principle that Connecticut's Common Core of Learning defines common goals for all students, including students with disabilities. Connecticut's public education system has the duty to provide opportunities for all students to achieve these statewide student goals (motivation to learn, mastery of basic skills, acquisition of knowledge, competence in life skills and understanding society's values).

The Individuals with Disabilities Education Act (IDEA) affirms the right of children with specific disabilities, ages **3-21 to a free appropriate individualized program** including transition services within local school systems. This may include vocational training and on-the-job training. Additional support in the classroom, personal care assistance and transportation need to be considered. If a spinal cord injured person is able only to attend school for part of a day secondary to their physical ability, he/she may have a right to have a teacher come to

his/her home or hospital for the rest of the school day. It is also recommended that students contact their local education association to check on available amounts of tutoring time. The Act (formerly called P.L. 94-142 or the Education for all Handicapped Children Act of 1975) requires public schools to make available to all eligible children with disabilities a free appropriate public education in the least restrictive environment appropriate to their individual needs

IDEA requires that a **Planning and Placement Team (PPT)** is in place. A PPT includes a group of professionals who represent each of the teaching, administrative and pupil personnel staffs and who, with the parents, are equal participants in the decision making process to determine the specific educational needs of the child and develop, review and revise a child's IEP.

A planning and placement team reviews referrals to special education, determines if the child needs to be evaluated, decides what evaluations will be given to the child and determines whether the child is eligible for special education services. An individualized education program (IEP) team meeting is a meeting of the PPT to develop, review or revise an individualized education program for a child who has been determined to be eligible for special education and related services. (The federal law uses the term IEP team however in Connecticut the term more commonly used is PPT.)

A Parent's Guide to Special Education in Connecticut goes on to state that at a PPT meeting, you have the right to: Expect the school district to ensure that you understand the proceedings of the meeting (which may include arranging for a language interpreter or sign language interpreter if necessary to allow you to understand the proceedings); expect that the school district will use other ways to make sure you can participate in meetings. You and the school district may agree to use individual or conference telephone calls if you cannot attend or to tape-record the meetings as a means to help you understand the proceedings. A school district may also choose to tape-record the meeting. If the school district tape-records the meeting, the tape-recording becomes a part of your child's education record. If either the school district or the parent records the meeting, all participants in the meeting must be informed that they are being taped; and invite advisors of your own choosing, at your own expense, to be present at and

to participate in all portions of the meeting that are convened for the purpose of developing, reviewing and revising the IEP.

Many individuals are no longer school age when they develop a spinal cord injury or disease. **The Americans with Disabilities Act** protects all individuals with disabilities. Accommodations must be provided by any institution or organization that receives Federal funds under the ADA. Teaching supports and services must be provided so students can successfully demonstrate learning. Examples may include extra time for assignments or tests and the use of taped textbooks and technological assistance. The ADA prohibits discrimination on the basis of disability in employment, state and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress. To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such impairment, or a person who is perceived by others as having such impairment.

The Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in programs conducted by Federal agencies, in programs receiving Federal financial assistance, in Federal employment, and in the employment practices of Federal contractors.

For additional information on legislation go to Appendix A at the following website: <http://www.dol.gov/dol/topic/disability/ada.htm>

LEGAL ASSISTANCE AND ADVOCACY

- The **Office of Protection and Advocacy for Persons with Disabilities** <http://www.ct.gov/opapd> can be contacted by phone at 1-800-842-7303 (V/TTY) or 860 297-4300.
- For free or low cost CT legal assistance contact **Legal Services of Connecticut, Inc.** at 1-800-453-3320 or 860-344-0380. The Statewide Legal Service is a legal aid telephone Hotline program. The legal services programs in Connecticut are a group of nonprofit organizations that provide legal assistance in civil matters to low-income persons. Services are

free. Eligibility depends on income, family size, assets and legal issue. Applicants should call **Statewide Legal Services** as the first step to find out if they qualify for services.

- **The Center for Children’s Advocacy, Inc.** <http://www.kidscounsel.org> located at the University Of Connecticut School Of Law can be contacted at 860- 570-5327.
- In many communities there are social services organizations to which you may turn for help in understanding your rights. These groups may be affiliated with state and national advocacy groups. Local directors of special education may also have information about local groups and meetings are often publicized in newspapers.
- Connecticut State Department of Education, **State Education Resource Center (SERC)** 860- 632-1485 <http://www.ctserc.org>.
- **Connecticut Parent Advocacy Center, Inc. (CPAC)** 1-800-445-2722, <http://www.cpacinc.org>
- U.S. Office of Civil Rights U.S. Department of Education 617- 289-0111 <http://www.ed.gov/about/offices/list/ocr/docs/howto.html> (for Section 504 and Americans With Disabilities Act (ADA) complaints)

EDUCATIONAL OPPORTUNITIES & RESOURCES

It is critical that students with disabilities and their families take the time to plan for life in the public school system and after they graduate high school. It will play an important role in assisting the student to gain confidence and the skills required to reach the goals of his/her plan. At age 18 the education rights of the parents transfers to the students. For youth planning with your public school (PPT) team one year prior to graduates will help empower youths with disabilities make this transfer to adult life.

Exploring your interests, your present and future educational opportunities and exploring potential employment situations are all necessary. Applying for assistance through the **Bureau of Rehabilitation Services** (See Chapter 12) may be beneficial.

The Department of Developmental Services (DDS) description can assist persons with disabilities and their families with services and supports, which may include case management services, information and referral, respite, family

support, employment and day services, in-home and residential support, advocacy, self-advocacy and special adaptations.

Persons must meet eligibility criteria to be consumers of DDS supports and services. Disabilities that enable a child to receive special education include neurological impairments, orthopedic disabilities, physical impairments and traumatic brain injury. When persons are determined eligible, they are assigned to one of the three DDS regions. Within available resources, a case manager will be assigned to help them to gain access to services and supports in their community. To contact DSS call 866-433-8192.

Young adults and their families are faced with many options and decision about their future. The most common choices for the future are pursuing post-secondary education, vocational training, continuing and adult education, adult services, or further academic education, integrated employment, and living independently.

TRADE SCHOOLS IN CONNECTICUT

Trade Schools in Connecticut– When they consider the costs and time, many people in today's economy feel that returning to school to improve their job skills is impossible. Trade schools in Connecticut offer a viable solution: learn a new career or improve your current one without the years that may be necessary for bachelor's or associate degree programs. The ***Connecticut Technical High School System Main Page*** www.cttech.org/ is the official web site of the *Connecticut Technical High School System*.

RELATED WEBSITES INCLUDE

- A list of high schools in Connecticut can be found at wikipedia.org/wiki/List_of_high_schools_in_Connecticut This list of high schools in the state of Connecticut is a sort able table. To sort alphabetically by the subject of each column, click on the triangles in each column.
- Career Colleges and Technical Colleges in Connecticut www.college-scholarships.com/connecticut_career.htm
- [CThttp://u101.com/colleges/Vocational/Connecticut/Connecticut](http://u101.com/colleges/Vocational/Connecticut/Connecticut) provides information on career colleges; technical colleges and schools; online schools; vocational colleges; and/or any other educational programs beyond.

- [Connecticut Vocational/Technical Schools cteconomicdevelopment.com/CT-vocational-technical-schools.php](http://cteconomicdevelopment.com/CT-vocational-technical-schools.php). Learn about Connecticut's Vocational and Technical Schools as well as the mission of the Connecticut Technical High School System.
- http://www.publicschoolreview.com/state_vocationals/stateid/CT. Reviews Connecticut vocational public schools by giving a rank and brief review as of April 2014.
- <http://www.cped.uconn.edu/LD-DSS.html> provides a complete listing of Learning Disability (LD) and Disability Services (DS) contact persons for students on Connecticut colleges and universities.

GENERAL EDUCATION DEVELOPMENT (GED)

Persons who have not earned a high school diploma may do so by successfully completing (GED) examinations. The five tests, (English, Literature, Math, Science, and History), focus upon the general knowledge level expected of high school graduates. If necessary, the test may be taken more than once. When minimum scores are earned, a (GED) high school equivalency diploma is awarded by the State Department of Education. Most colleges, universities, and employers recognize this diploma. The cost for these examinations is minimal. For information on (GED) testing call The Connecticut State Department of Education, 1-800-445-2722.

TRANSITION SERVICES

Transition Services are discussed, according to *A Parent's Guide to Special Education in Connecticut*— “*Transition services at the secondary level*, at the annual PPT meeting following your child’s fifteenth birthday (or younger, if determined appropriate) you will begin to discuss transition planning from school to adult life. Your child must be invited to this PPT meeting and all subsequent PPT meetings until he/she either graduates from high school with a regular diploma or until the end of the school year in which he or she turns 21. At the same PPT, your child’s IEP will be planned and must include: •appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills; and •the transition services needed to assist the child in reaching those goals. The term “transition services” is defined as a coordinated set of activities for a child with a disability that: is designed to be within a results-orientated process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education; vocational education; integrated employment (including supported employment); continuing and adult education; adult services; independent living or community

participation; •is based on the individual child’s needs, strengths, interests and preferences; and •includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

Before your child graduates high school with a regular diploma or completes the school year in which your child turns 21, the school district must provide your child with a summary of his or her academic achievement and functional performance. This Summary of Performance (SOP) must include recommendations on how to assist your child in meeting his or her post-high school goals. The SOP must be completed during the final year of your child’s high school education. You can view the SOP form on the CSDE website at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730>. **24Resources**

For assistance in understanding your rights, you may write or call the director of special education in your local school district or contact the Bureau of Special Education, Connecticut State Department of Education, P. O. Box 2219, Room 369, Hartford, CT 06145-2219 at (860) 713-6910

THE VETERNS VOCATIONAL TRAINING PROGRAM

The Veterans Vocational Training Program

<http://www.cpbn.org/veterans> is a free opportunity for Post 9/11 veterans, their spouses, and family caregivers, to train for a career in Media Arts and Video Production at Connecticut Public Broadcasting Network’s Learning Lab in Hartford.

ADULT EDUCATION

Adult Education programs are free to Connecticut residents aged 17 and older who are no longer enrolled in a public school. The following websites are available: A Directory of Providers Instructional programs are provided predominantly through local school districts and through various community and faith-based organizations. This includes Connecticut General Statutes Sections 10-67 through 10-73d and Title II of the Federal Workforce Investment Act govern

adult education activities in Connecticut.

http://www.sde.ct.gov/sde/taxonomy/v4_taxonomy.asp?DLN=45426.

CT ONLINE LEARNING

CT Distance (online) learning <http://www.ctdlc.org/About/> Since 1998, The Connecticut Distance Learning Consortium (CTDLC) has provided services and support to help educators in and out of Connecticut meet the ever increasing demands of developing and delivering effective technology-enhanced learning opportunities for students in higher education, adult education, middle and high schools, and the workforce. Established under the Board for State Academic Awards, the CTDLC is a division of Charter Oak State College and a member of the Connecticut Board of Regents of Higher Education. As a public agency, CTDLC is partially supported by state funding. The majority of revenues come from fees for services that include:

- Learning Management Hosting
- eTutoring Collaboratives
- Instructional Design
- Web Integration
- Grants Management
- K-12 Services
- Technical Support
- Strategic Consulting

HOME SCHOOLING

You can find information by searching the following:

- CT home schooling requirement
- Home schooling requirements in CT
- CT homeschooling
- Homeschooling in CT laws
- State of CT homeschooling
- Homeschooling in CT group

RESOURCES

The Connecticut Department of Labor

<http://www.ctdol.state.ct.us/gendocs/training.html> lists the following employment and training programs:

- CT Apprenticeship System
- DOL Partnerships
- EdRef College Search Directory
- Education & Training ConneCTion
- Employment & Training Consulting Services
- Employment and Training Web Sites - Other States
- Individual Development Accounts (IDAs)
- Reemployment Portal
- Tax Credits
- Trade Adjustment Assistance Programs (TAA)
- Welfare-To-Work
- WIA (Workforce Investment Act)
- WIA-Approved Training Programs

Also on the Department of Labor website

- **Vietnam Era Veterans' Readjustment Assistance Act (VEVRAA) Fact Sheet**
Provides an overview of the protections and requirements of the Vietnam Era Veterans' Readjustment Assistance Act.
- **Section 503 Fact Sheet**
Provides an overview of the equal employment opportunity and affirmative action guidelines for federal contractors regarding individuals with disabilities.
- **State Liaisons**
Provides a list of state contacts on disability issues in each state.
- **Equal Employment Opportunity Commission (EEOC)**
The Equal Employment Opportunity Commission enforces Title I of ADA.
- **Department of Justice**
The Department of Justice enforces regulations governing public accommodations and state and local government services under ADA and coordinates enforcement of Section 504 of the Rehabilitation Act.
- www.Disability.gov includes the following:
 - [A Guide to Student Financial Aid](#)
 - [Accessible Teaching Materials](#)
 - [Accommodations & Supports in the Classroom](#)
 - [Bullying Prevention](#)
 - [Evaluating Children for Disabilities](#)
 - [Getting Ready for College](#)

- [Individuals with Disabilities Education Act \(IDEA\) & Other Laws](#)
- [Making the Transition from School to Work](#)
- [Scholarships & Financial Aid](#)
- [Services for Infants & Toddlers](#)
- [Special Education & Individualized Education Programs \(IEPs\)](#)

SOURCES FOR FUNDING

The 3 basic Types of Student Aid include:

- Grants and Scholarships: outright gifts of money that don't have to be repaid.
- Loans: Borrowed funds that usually must be repaid with interest.
- Part-Time Jobs: Opportunities provided by colleges to work and earn money.

Student aid often is a combination of all three. Additional information can be found on the following websites:

- **Federal Government Grants:** www.studentaid.ed.gov : Pell grant and Supplementary
- **Education Opportunity Grants (SEOG),** Robert C. Byrd Scholarship
- **CT State US resident Aid:** www.ctdhe.org 1-800-842-0229: Capitol Scholarship, CT Aid for Public College students, CT Independent College Student Grant Program, CT Minority Teacher Incentive Grant
- **CT Student Loan Foundation** www.cslf.com 1-800-237-9721: Perkins Loans and Stafford Loans
- **Veterans Dependents Assistance Programs:** www.gibill.va.gov 1-888-GIBILL-1
- **Bureau of Special Education/Pupil Services,** CT State Dept. of Ed (860) 807-2020
- **Many Campus Based Scholarships:** The eligibility criteria include donor specific requirements, honorary scholarships and prizes, athletic scholarships and grants in aid. Most are awarded on the basis of academic potential and financial needs.

ADDITIONAL EDUCATION RESOURCES

- **Association on Higher Education and Disability (AHEAD)** - www.ahead.org
1-800-544-3284
- **Alliance for Technology Access (ATA)** - www.ataccess.org
- **CT. Association for Children and Adults with Learning Disabilities**
- **(CACLD)** - www.caclld.org (203) 838-5010
- **Easter Seal Society of CT.**, www.easterseals.com 1-800-221-6827, Rosemary Garza
- **HEATH Resource Center** www.heath.gwu.edu 1-800-544-3284
- **Education Resources Information Center (ERIC)** - Access to more than 1.2 million pieces of information related to education of individuals with developmental disabilities or those who are gifted. National network co-sponsored by U.S. Department of Education and Office of Educational Research and Improvement. <http://www.eric.ed.gov>
[Authors Education Week on the Web - Online compilation of timely articles on education in America, including special education section. <http://www.edweek.org/>
- **Federal Resources for Educational Excellence** - Hundreds of education resources supported by agencies across the US Federal government. <http://www.free.ed.gov/>
- **Office of Special Education Programs** - Information related to IDEA and its interpretation and implementation. Site offers policy information, research and statistics. <http://www.ed.gov/about/offices/list/osers/osep/index.html?src=mr>
- **U.S. Department of Education** - Access to comprehensive information on education and educational policy in the United States, including special education. <http://www.ed.gov>
- **We Connect Now** - Now is dedicated to uniting people interested in rights and issues affecting people with disabilities, with particular emphasis on college students and access to higher education and employment issues.
<http://weconnectnow.wordpress.com>
- **Wrightslaw** - Site for accurate, up-to-date information related to advocacy for special education and special education law. <http://www.wrightslaw.com>
- **Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004)** - The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) aligns IDEA with the No Child Left Behind Act (NCLB), helping to ensure equity, accountability and excellence in education for children with disabilities. The Office of Special Education Programs (OSEP) has developed 19 topic briefs related to high-interest areas of IDEA 2004, including all relevant statutory language around that topic, the citations and cross-references to other, related briefs. <http://idea.ed.gov/>
- **Office of Special Education Programs** - Information related to IDEA and its interpretation and implementation. Site offers policy information, research and statistics. <http://www.ed.gov/about/offices/list/osers/osep/index.html?src=mr>
- **The Pop-Up IEP** - The National Center on Severe and Sensory Disabilities has created a "Pop-Up IEP," a page of questions and answers about IEP issues. The questions are commonly heard in IEP meetings and the answers are very focused responses to address statements frequently made about why a school can't meet a student's individual educational
- More information by language translation (**CPAP**) 1-203-776-3211

- CPAC **United Way of CT**.-Dial **2-1-1** from anywhere in CT (or 1-800-203-1234 if your phone does not accommodate 2-1-1) www.infoline.org/

Appendix A – LAWS & REGULATION

Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) (formerly called P.L. 94-142 or the Education for all Handicapped Children Act of 1975) requires public schools to make available to all eligible children with disabilities a free appropriate public education in the least restrictive environment appropriate to their individual needs. The schools must develop appropriate Individualized Education Programs (IEP's) for each child. The specific special education and related services outlined in each IEP reflect the individualized needs of each student.

IDEA also mandates that particular procedures be followed in the development of the IEP. Each student's IEP must be developed by a team of knowledgeable persons and must be at least reviewed annually. The team includes the child's teacher; the parents, subject to certain limited exceptions; the child, if determined appropriate; an agency representative who is qualified to provide or supervise the provision of special education; and other individuals at the parents' or agency's discretion.

If parents disagree with the proposed IEP, they can request a due process hearing and a review from the State educational agency if applicable in that state. They also can appeal the State agency's decision to State or Federal court. For more information, contact:

Office of Special Education and Rehabilitative Services, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-7100, 202-245-7468 (voice/TTY)

Americans with Disabilities Act

The Americans with Disabilities Act of 1990 (ADA) is the disability-related law with which many Americans are most familiar. The ADA is better known than other disability-related laws because it applies to a far broader range of persons,

organizations, and businesses than any laws that preceded or have followed it. Various titles of the ADA apply in different circumstances.

Title I of the Americans with Disabilities Act (ADA) prohibits private sector employers who employ 15 or more individuals and employment agencies, labor organizations, and joint labor/management committees from discriminating against qualified individuals with disabilities in all aspects of employment. The Equal Employment Opportunity Commission (EEOC) has primary enforcement responsibility under ADA Title I, and the Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) has coordinating authority under this title.

Title II of the ADA bars disability-based discrimination by, and imposes affirmative disability-related responsibilities on, public entities, including state and local governments. The Department of Labor's Civil Rights Center, a part of the Office of the Assistant Secretary for Administration and Management (OASAM), enforces Title II with regard to the programs, services, and regulatory activities of such entities relating to labor and the workforce.

Rehabilitation Act of 1973

The Rehabilitation Act prohibits discrimination on the basis of disability in programs conducted by Federal agencies, in programs receiving Federal financial assistance, in Federal employment, and in the employment practices of Federal contractors. The four areas that are included:

- **Section 501** prohibits federal agencies from discriminating against qualified individuals with disabilities. It also requires these agencies to take affirmative action in the hiring, placing, and advancing of individuals with disabilities. **Section 501** Section 501 requires affirmative action and nondiscrimination in employment by Federal agencies of the executive branch. To obtain more information or to file a complaint, employees should contact their agency's Equal Employment Opportunity Office.
- **Section 503** requires contractors and subcontractors who have a contract with the federal government for \$10,000 or more annually to take affirmative action to employ and advance in employment qualified

individuals with disabilities. Section 503 is enforced by the Department's Office of Federal Contract Compliance Programs (OFCCP).

- **Section 504** prohibits recipients of federal financial assistance from discriminating against qualified individuals with disabilities in employment and in their programs and activities. The Civil Rights Center enforces Section 504 as it relates to recipients of financial assistance.
- **Section 508** requires that individuals with disabilities, who are members of the public seeking information or services from a federal department or agency, have access to and use of information and data that is comparable to that provided to the public who are not individuals with disabilities. The Civil Rights Center enforces the complaint provisions of this section.

Two Executive Orders, both of which are enforced by the Civil Rights Center, also prohibit discrimination against persons with disabilities.

- **Section 504** –Section 504 states that "no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under" any program or activity that either receives Federal financial assistance or is conducted by any Executive agency or the United States Postal Service. Each Federal agency has its own set of section 504 regulations that apply to its own programs. Agencies that provide Federal financial assistance also have section 504 regulations covering entities that receive Federal aid. Requirements common to these regulations include reasonable accommodation for employees with disabilities; program accessibility; effective communication with people who have hearing or vision disabilities; and accessible new construction and alterations. Each agency is responsible for enforcing its own regulations. Section 504 may also be enforced through private lawsuits. It is not necessary to file a complaint with a Federal agency or to receive a "right-to-sue" letter before going to court. For information on how to file 504 complaints with the appropriate agency, contact: U.S. Department of Justice, Civil Rights Division, 950 Pennsylvania Avenue, N.W., Disability Rights Section – NYAV, Washington, D.C. 20530, www.ada.gov, 1-800-514-0301.
- **Section 508** –The Center for Information Technology Accommodation, in the U.S. General Services Administration's Office of Government wide

Policy, has developed this Web site which contains resources for understanding and implementing the requirements of Section 508.

The Americans with Disabilities Act (ADA) www.ada.gov prohibits discrimination against people with disabilities in employment, transportation, public accommodation, communications, and governmental activities. The ADA also establishes requirements for telecommunications relay services.

The Department of Labor's **Office of Disability Employment Policy (ODEP)** provides publications and other technical assistance on the basic requirements of the ADA. It does not enforce any part of the law. In addition to the Department of Labor, four federal agencies enforce the ADA:

- The **Equal Employment Opportunity Commission (EEOC)** enforces regulations covering employment.
- The **Department of Transportation** enforces regulations governing transit.
- The **Federal Communications Commission (FCC)** enforces regulations covering telecommunication services.
- The **Department of Justice** enforces regulations governing public accommodations and state and local government services.

Another federal agency, the **Architectural and Transportation Barriers Compliance Board (ATBCB)**, also known as the Access Board, issues guidelines to ensure that buildings, facilities, and transit vehicles are accessible and usable by people with disabilities.

Two agencies within the Department of Labor enforce portions of the ADA. The **Office of Federal Contract Compliance Programs (OFCCP)** has coordinating authority under the employment-related provisions of the ADA. The **Civil Rights Center** is responsible for enforcing Title II of the ADA as it applies to the labor- and workforce-related practices of state and local governments and other public entities. See the **Laws & Regulations** subtopic for specific information on these provisions.

- **E.O. 11478** prohibits employment discrimination and requires affirmative action on various bases, including disability, by the federal government.

- **E.O. 13160** prohibits disability-based discrimination in education programs and activities conducted by federal agencies.
- The **Workforce Investment Act (WIA)** establishes a national workforce preparation and employment system to meet the needs of businesses, job seekers, and those who want to further their careers. Customers have easy access to information and services through the **One-Stop Career Center System**. The Department's **Civil Rights Center** enforces **Section 188 of WIA**, which bars disability-related discrimination by, and imposes affirmative disability-related responsibilities on, programs and activities that are offered as part of the One-Stop service delivery system.
- The **Ticket to Work and Work Incentives Act** aims to increase beneficiary choice in obtaining rehabilitation and vocational services; remove barriers that require people with disabilities to choose between health care coverage and work; and assure that more Americans with disabilities have the opportunity to participate in the workforce and lessen their dependence on public benefits.
- The **Employment and Training Administration (ETA)** will work to facilitate the involvement of the workforce system and participate in policy considerations which will emerge as the provisions of the law are implemented.
- Veterans with disabilities are protected by the **Vietnam Era Veterans' Readjustment Assistance Act (VEVRAA)**. It requires contractors or subcontractors who have a contract with the federal government for \$25,000 or more to take affirmative action to employ, advance in employment, and otherwise treat covered veterans without discrimination.
- Individuals with disabilities also may be protected by their state anti-discrimination laws, some of which are more stringent than the federal laws. To learn more about rights under state laws, contact disability commissions, committees, or councils in your state.

Disability Rights Section a Guide to Disability Rights Laws [U.S. Department of Justice, Civil Rights Division] includes legislation relevant to education. These include:

- **Americans with Disabilities Act**
- **Telecommunications Act**
- **Fair Housing Act**

- **Air Carrier Access Act**
Voting Accessibility for the Elderly and Handicapped Act
- **National Voter Reg. Act**
Civil Rights of Institutionalized Persons Act
- **Individuals with Disabilities Education Act**
Rehabilitation Act
- **Architectural Barriers Act**
General Sources of Disability Rights Information
- **Statute Citations**