

Differences between High School and College Accommodations for Students with Disabilities

Applicable Laws

HIGH SCHOOL	COLLEGE
I.D.E.A. (Individuals with Disabilities Education	A.D.A. (Americans with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973, <i>Subpart D</i>	Section 504, Rehabilitation Act of 1973, <i>Subpart E</i>
I.D.E.A. is about SUCCESS	A.D.A. is about ACCESS

Required Documentation

HIGH SCHOOL	COLLEGE
I.E.P. (Individualized Education Plan and/or 504 Plan describes student services; these plans are only effective through high school.	Students may be eligible for reasonable accommodations, with qualified, <u>recent</u> documentation. <u>A high school I.E.P. or 504 alone is usually not sufficient documentation.</u> Colleges need more specific information, including an evaluation completed by an appropriately credentialed practitioner, in order to provide academic accommodations. Documentation guidelines specify information needed for each category of disability.
School provides evaluation at no cost to student	The responsibility for providing the evaluation lies with the student. The high school may have provided an evaluation during the last two years of the student's attendance.
Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.	Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations

Self-Advocacy and Initiation of Services

HIGH SCHOOL	COLLEGE
Student is identified by the school and is supported by parents and teachers	Student must self-identify to the Office of Disability Services as a person with a disability, present documentation, and meet with Disability Services to request accommodations.
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student .
Teachers approach you if they believe you need assistance	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.

Confidentiality, FERPA, and Parental Role

HIGH SCHOOL	COLLEGE
Parent has access to student records, participate in the accommodation process, and communicate openly with teachers and administrators about student progress.	Accommodations are arranged between the student and Office of Disability. Parent does not have access to student records without student's written consent. Students are expected to communicate directly with faculty and staff.
Parent advocates for student	Student advocates for self

Instruction

HIGH SCHOOL	COLLEGE
Teachers may modify curriculum and/or alter pace of assignments	Professors are not required to modify curriculum design or alter pace of assignments.
You are expected to read short assignments that are then discussed, and often re-taught, in class	You are assigned substantial amounts of reading and writing which may not be directly addressed in class.
You seldom need to read anything more than once, and sometimes listening in class is enough.	You need to review class notes and text material regularly.

Grades and Tests

HIGH SCHOOL	COLLEGE
I.E.P. or 504 plan may include modifications to test format and/or grading. Students with disabilities may be allowed to take tests more than once, if they do poorly the first time.	Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. Students can only take exam once, Accommodations for HOW tests are given (extended time, smaller setting) are available when supported by disability documentation.
Testing is frequent and covers small amounts of material	Testing is often infrequent and may be cumulative, covering large amounts of material
Makeup tests are often available.	Makeup tests are seldom an option.
Teachers often take time to remind you of assignments and due dates	Professors expect you to read and consult the course syllabus, which outlines what is expected, when it is due, and how you will be graded.

Study Responsibilities

HIGH SCHOOL	COLLEGE
Tutoring and study support may be a service provided as part of an I.E.P. or 504 plan	Students with disabilities must seek out tutoring resources as they are available to all students.
Your time and assignments are structured by others	You manage your <u>own</u> time and complete assignments independently
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation	You need to study at least 2 to 3 hours outside of class for each hour in class