

High School and College for Students with Disabilities: Key Differences

High School	College
Applicable Laws	
<p>Individuals with Disabilities Education Improvement Act (IDEIA) of 2007 Section 504, Rehabilitation Act of 1973 IDEA is about success in school</p>	<p>Americans with Disabilities Act of 1990, Title II (A.D.A.) Section 504, Rehabilitation Act of 1973 & ADA are about access to facilities, programs, and services</p>
Required Documentation	
<p>Individual Education Program (IEP), 504 Plan, and Summary of Performance (SOP) School provides evaluation at no cost Documentation focuses on determining if student is eligible for services under IDEIA</p>	<p>High school IEP and 504 Plans generally are not sufficient. Documentation guidelines specify information needed for documentation. Students must get evaluation often at their own expense Documentation must provide information on specific functional limitations and demonstrate the need for specific services or accommodations.</p>
Self-Advocacy	
<p>School staff identify the student as having a disability School staff have responsibility for arranging accommodations Teachers approach you if they believe you need help and might have a disability</p>	<p>Student must self-identify to Disability Support Services staff, Learning Assistance Program (LAP) staff, or ADA/504 coordinator Student has responsibility for self-advocacy and arranging accommodations Professors can be open and helpful, but most expect students to initiate contact at the start of the semester</p>
Parental Role	
<p>Parent has access to student records and can participate in the accommodation process Parent advocates for the student</p>	<p>Parent does not have access to student records and cannot represent the student without student's written consent Students advocate for themselves</p>

High School	College
Instruction	
<p>Teachers modify curriculum and alter assignments as outlined in the IEP</p> <p>Students are expected to read short assignments that are discussed in class</p> <p>Students may need to read assignments more than once, often listening in class is enough</p>	<p>Professors are not required to modify design or alter assignment deadlines</p> <p>Students are assigned substantial amounts of reading and writing which may not be directly addressed in class</p> <p>Students need to regularly review class notes and text material</p>
Grades and Tests	
<p>IEP or 504 Plan may include modifications to test format or grading</p> <p>Testing is frequent covering small amounts of material</p> <p>Makeup tests are usually available</p> <p>Teachers often take time to remind students of assignments and due dates</p>	<p>Grading and test format changes (e.g. multiple choice vs. essay) are generally not available. Accommodations in HOW test are given (e.g. extended time, test proctors) available when supported by disability documentation</p> <p>Testing is generally periodic and may be cumulative, covering large amounts of info</p> <p>Makeup tests are seldom an option; if they are, students are responsible for requesting them</p> <p>Professors expect students to read, save, and consult the course syllabus that describes course expectations, assignments and grading scale</p>
Responsibilities for Studying	
<p>Tutoring and study support may be a service provided as part of an IEP or 504 Plan</p> <p>School staff often structure students' time and expected assignments</p> <p>Students may study outside of class for as little as 0 to 2 hours a week and this may be mostly last-minute test preparation</p>	<p>Tutoring generally DOES NOT fall under Disability Services' accommodations requirements. Students with disabilities must seek out tutoring resources available to all college students</p> <p>Students structure their own time and assignments</p> <p>Students usually need to study at least 2 to 3 hours for each hour in class</p>