

Support for Students with Disabilities

Looking Ahead to Community College

Fremont Union High School District

November 14, 2019

Application of the Law

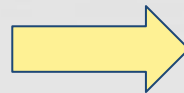
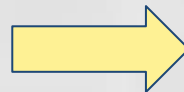
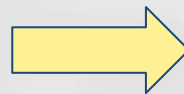
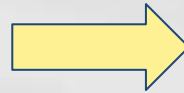
High School

IDEA: student success

District finds student and offers services

Student is entitled to services identified on IEP

Special education/
Specialized Academic
Instruction/Modifications



Community College

ADA: student access

Student self identifies and requests services

Services not automatic;
each college determines
eligibility and services

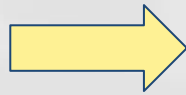
No Special education
classes, no modifications.

Parent Role

High School

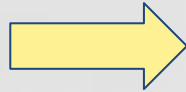
Community College

Access to student records



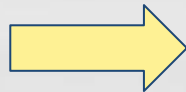
No access without student's written permission

Makes decisions (until student is 18)



Student makes decisions

Advocates for student



FERPA (Federal Right to Privacy Act) guarantees student confidentiality

Curriculum, Instruction, Grading

High School

Teachers may modify

- curriculum
- testing format
- grading standards

Community College

- No modifications
- Accommodations - with documentation
- Not required to alter assignments/deadlines
- Grading and test format changes generally not available

Curriculum, Instruction, Grading

Most Common College Accommodations

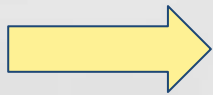
- Extended time on exams (not the same as untimed)
- Use of laptops and calculators for tests and exams
- Permission to audio record
- Reduced course load
- Priority registration
- Copies of notes from a classmate
- Access to audiobooks, voice recognition software, text-to-speech programs

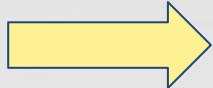
Self-Advocacy

High School

Community College

School identifies who needs assistance  Student must self-identify

School supports implementing accommodations  Student responsible for arranging accommodations

Teachers offer assistance  Student must request assistance

Community College

Programs and Services for Students with Disabilities

Each community colleges offers a variety of supports to students with documented disabilities

Allow students with disabilities to participate as fully, and benefit as equitably, from the college experience as their non-disabled peers

Services available are provided per student need

AB 705

Community colleges must “maximize the probability that a student will enter and complete transfer-level coursework in English and math within one year.”

Placement of students into English and math courses are based on high school coursework, high school grades and/or high school grade point average.

Majority of students placed directly into transfer-level courses

Next Steps

Get to know local community colleges

- Check the websites
- Visit the campuses
- Attend new student orientations

Note similarities and differences

- Location
- Size
- Semester or quarter
- Specialized programs

Next Steps

Gather paperwork

- Most recent triennial evaluation (psychoeducational report)
- Most recent IEP / 504
- History of support services
- Other professional assessments
- Non-SLD: physician's letter or report

Next Steps

Attend the high school information meetings at the community colleges

Make an appointment with the student support services program at the community college you are interested in attending

Contact Information

De Anza College

Disability Support Programs & Services (DSP&S)

<http://www.deanza.edu/dsps> (408) 864-8753

Presenter: Kevin Glapoin glapionkevin@fhda.edu

Foothill College

Disability Resource Center (DRC)

<http://www.foothill.edu/drc> (650) 949-7017

Presenter: Teresa Castaneda castanedateresa@fhda.edu

Mission College

Disability Support Programs & Services (DSP&S)

<http://missioncollege.edu/depts/disability-support-programs> (408)855-5085

Presenter: Debra Williams Debra.Williams@missioncollege.edu

West Valley College

Disabled Student Services (DESP)

<http://westvalley.edu/services/desp/> (408) 741-2010

Presenter: Erika Ilantro erika.ilantero@westvalley.edu