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

Access to student records
Makes decisions (until student is 18)
Advocates for student

Community College

No access without student’s written permission
Student makes decisions
FERPA (Federal Right to Privacy Act) guarantees student confidentiality
<table>
<thead>
<tr>
<th>Curriculum, Instruction, Grading</th>
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<tbody>
<tr>
<td><strong>High School</strong></td>
</tr>
<tr>
<td>Teachers may modify</td>
</tr>
<tr>
<td>• curriculum</td>
</tr>
<tr>
<td>• testing format</td>
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<tr>
<td>• grading standards</td>
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<tr>
<td><strong>Community College</strong></td>
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<tr>
<td>• No modifications</td>
</tr>
<tr>
<td>• Accommodations - with documentation</td>
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<tr>
<td>• Not required to alter assignments/deadlines</td>
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<td>• Grading and test format changes generally not available</td>
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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

School identifies who needs assistance

School supports implementing accommodations

Teachers offer assistance

Community College

Student must self-identify

Student responsible for arranging accommodations

Student must request assistance
Community College

Programs and Services for Students with Disabilities

Each community college 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/dsp
(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