

Difference Between High School and College Disability Services

A quick comparison of the individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities (ADA)

High School	College
Applicable Laws	
<ul style="list-style-type: none"> ➤ IDEA - individuals with Disabilities Education Act ➤ Section 504 ➤ Rehabilitation Act of 1973 ➤ IDEA – focuses on academic success 	<ul style="list-style-type: none"> ➤ ADA – Americans with Disabilities Act of 1990, Title 11 ➤ Section 504 ➤ Rehabilitation Act of 1973 ➤ ADA – focuses on equal access
Required Documentation	
<ul style="list-style-type: none"> ➤ Individualized Education Plan (IEP) and/or 504 plan ➤ School provides evaluation at no cost to student or family. ➤ Documentation focuses on determining whether student is eligible for services based on specific disability categories in IDEA. 	<ul style="list-style-type: none"> ➤ High School IEP and 504 may not be sufficient. Specific medical documentation may be required. ➤ Student must get evaluation at own expense. ➤ Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations
Self-Advocacy	
<ul style="list-style-type: none"> ➤ Student is identified by the school and is supported by parents and teachers. ➤ Primary responsibility for arranging accommodations belongs to the school. ➤ Teachers approach you if they believe you need assistance. 	<ul style="list-style-type: none"> ➤ Student must self-identify to the Student Success Center (SSC). ➤ Primary responsibility for arranging accommodations belongs to the student. ➤ Instructors are usually open and helpful, but expect you to ask for help.
Parent's Role	
<ul style="list-style-type: none"> ➤ Parent has access to student records and can participate in the accommodation process. ➤ Parent is student advocate 	<ul style="list-style-type: none"> ➤ Parent does not have access to student records without student's written consent including attendance at appointments. ➤ Student is self-advocate
Instruction	
<ul style="list-style-type: none"> ➤ Teachers may modify curriculum and/or alter curriculum pace of assignments. 	<ul style="list-style-type: none"> ➤ Instructors are not required to modify instruction or alter assignment deadlines.
Grades and Tests	
<ul style="list-style-type: none"> ➤ IEP or 504 Plan may include modifications to test format and/or grading. ➤ Testing is frequent and covers small amounts of material. ➤ Makeup tests are often available. ➤ Teachers often take time to remind you of assignments and due dates. 	<ul style="list-style-type: none"> ➤ Grading and test format changes are not available. Accommodations which may be given can include extended time, distraction reduce environment, etc. when supported by current applicable documentation. ➤ Testing is usually infrequent and may be cumulative, covering large amounts of material. ➤ Makeup tests are seldom an option. ➤ Instructors expect you to read, save, and consult the course syllabus (outline). The syllabus spells out exactly what is expected of you, assignment due dates, and how you will be graded.
Studying	
<ul style="list-style-type: none"> ➤ Tutoring and study support may be a service provided as part of an IEP or 504 Plan. ➤ Your time and assignments are structured by others. ➤ You may study outside of class as little as 0 to 2 hours a week. 	<ul style="list-style-type: none"> ➤ Tutoring DOES NOT fall under mandated college disability services. Students with disabilities must seek out the tutoring resources that are available to all students. ➤ You manage your own time and complete assignments independently. ➤ You need to study at least 2 to 3 hours outside of class for each hour of class.