

# DIFFERENCES Between High School and College for Students with Disabilities

## HIGH SCHOOL

## COLLEGE

### Applicable Laws & Required Documentation

Individuals with Disabilities Education Act (IDEA)	Americans with Disabilities Act of 1990 (ADA)
Section 504 of the Rehabilitation Act of 1973	Section 504 of the Rehabilitation Act of 1973
IDEA is about <i>Success with services and accommodations</i> .	ADA is about <i>Access and accommodations</i> .
Services are based on Individualized Education Plan (IEP) and/or 504 Plan.	High School IEP and 504 plans typically are not sufficient for determination of accommodations.
School district may complete student evaluations in PK-12 in order to determine eligibility and services required for Free and Appropriate Public Education (FAPE).	Student must get evaluation at own expense. Current documentation must provide information on specific nature of condition or disability, functional limitations, and demonstrate the need for specific accommodations.
Documentation focuses on determining whether student is eligible for services based on specific disability categories in IDEA.	Documentation guidelines specify information needed for each category of disability. <a href="https://www.palmbeachstate.edu/disability/">https://www.palmbeachstate.edu/disability/</a>

### Self Advocacy & Parental Role

Student is identified by the school's Child Study Team.	Student must self-identify to the Office of Disability Services.
Primary responsibility for arranging services and accommodations belongs to the school.	Primary responsibility for self-advocacy and arranging accommodations belongs to the student.
Teachers initiate contact if they believe a student needs assistance.	Professors are usually open and helpful, but most expect student to initiate contact if assistance is needed.
Parent has access to student records and can participate in the IEP or 504 process until the student is age 18 and rights transfer at the age of majority. For some students, legal guardianship may be established by court order.	Parent does not have access to student records without student's written consent.
Parent advocates for student until student learns to self-advocate.	Student must advocate for self.

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### Instruction: Grades, Tests and Study Expectations

Based on current IEP, students receive services and accommodations.	Professors are not required to modify curriculum design or alter assignment deadlines. Services are not provided.
Some students may have modified curriculum and assessments based on their IEP.	Students are assigned substantial amounts of reading and writing which may not be directly addressed in class.
Students are expected to read assignments that are typically discussed in class.	Students need to review class notes and text material regularly.
IEP or 504 Plan may include accommodations to test presentation, scheduling, responding, assistive devices, or setting based on IEP. Some students may have modified alternate assessments based on IEP.	Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. <i>How</i> tests are given (extended time, test proctors) are appropriate academic adjustments when supported by disability documentation.
Testing is frequent.	Testing is usually infrequent and may be cumulative, covering large amounts of material.
Makeup tests are often available.	Makeup tests are rarely an option and require permission from the professor.
Teachers often take time to remind you of assignments and due dates.	Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.
Academic and study support may be a service provided as part of an IEP.	Tutoring DOES NOT fall under Disability Services and is not considered an academic adjustment or accommodation. Students with disabilities must seek out tutoring resources as they are available to all students.
Some student's time and assignments are structured by others.	Students manage their own time and complete assignments independently.
Some students may study outside of class as little as 2 hours per week.	Students need to study at least 2 to 3 hours outside of class for each hour in class.