**Differences between High School and College Accommodations for Students with Disabilities**

**Applicable Laws**

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| **HIGH SCHOOL**  | **COLLEGE**  |
| I.D.E.A. (Individuals with Disabilities Education Act)  | A.D.A. (Americans with Disabilities Act of 1990)  |
| Section 504, Rehabilitation Act of 1973  | Section 504, Rehabilitation Act of 1973  |
| I.D.E.A. is about SUCCESS  | A.D.A. is about ACCESS  |

**Required Documentation**

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| **HIGH SCHOOL**  | **COLLEGE**  |
| I.E.P. (Individualized Education Plan and/or 504 Plan  | High School I.E.P. and 504 **may** **not be** sufficient. Documentation should address the barriers being faced and recommendations for accommodations and access. |
| School provides evaluation at no cost to student  | Student is responsible for paying for their own evaluation  |
| Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.  | Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations  |

 **Self-Advocacy**

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| **HIGH SCHOOL**  | **COLLEGE**  |
| Student is identified by the school and is supported by parents and teachers  | Student must self-identify to the Office of Services for Students with Disabilities  |
| Primary responsibility for arranging accommodations belongs to the school  | Primary responsibility for self-advocacy and arranging accommodations belongs to the student  |
| Teachers approach you if they believe you need assistance  | Professors are usually open and helpful, but most expect you to initiate contact if you need assistance  |

**Parental Role**

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|  **HIGH SCHOOL**  | **COLLEGE**  |
| Parent has access to student records and can participate in the accommodation process  | Parent does not have access to student records without student’s written consent  |
| Parent advocates for student  | Student advocates for self  |

**Instruction**

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| **HIGH SCHOOL**  | **COLLEGE**  |
| Teachers may modify curriculum and/or alter pace of assignments  | Professors are not required to modify curriculum design or alter assignment requirements. |
| You are expected to read short assignments that are then discussed, and often re-taught, in class  | You are assigned substantial amounts of reading and writing, which may not be directly addressed in class  |
| You seldom need to read anything more than once, and sometimes listening in class is enough  | You need to review class notes and text material regularly  |

**Grades and Tests**

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| **HIGH SCHOOL**  | **COLLEGE**  |
| I.E.P. or 504 plan may include modifications to test format and/or grading  | Grading and test format changes (i.e. multiple-choice vs. essay) are generally not available. Accommodations to HOW tests are given (extended time, test proctoring method) are available when supported by disability documentation  |
| Testing is frequent and covers small amounts of material  | Testing is usually infrequent and may be cumulative, covering large amounts of material  |
| Makeup tests are often available  | Makeup tests are seldom an option; if they are, you need to request them individually |
| 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  |

**Study Responsibilities**

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| **HIGH SCHOOL**  | **COLLEGE**  |
| Tutoring and study support may be a service provided as part of an I.E.P. or 504 plan  | Tutoring DOES NOT fall under OSSD. Students with disabilities must seek out tutoring resources as they are available to all students through areas such as the LARC. |
| Your time and assignments are structured by others  | You manage your own time and complete assignments independently  |
| You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation  | You need to study at least 2 to 3 hours outside of class for each hour in class  |

*Adapted from AHEAD Guidelines 2010*

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