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| **HIGH SCHOOL**  Focuses on **\*Success\*** | **COLLEGE**  Focuses on **“Access”** |
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| **Applicable Laws** | |
| FAPE – Free Appropriate Public Education  IDEA - Individuals with Disabilities Education Act  Section 504, Rehabilitation Act of 1973 | ADA - Americans with Disabilities Act of 1990  ADA Amendments Act of 2008  Section 504, Rehabilitation Act of 1973 |
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| **Required Documentation** | |
| IEP - Individual Education Plan and/or 504 Plan and/or Summary Performance  School provides evaluation at no cost  Documentation focuses on determining whether student is eligible for services based on specific disability categories in IDEA | Documentation guidelines specify information needed  Student must get evaluation at own expense  Eligibility for services is driven by “impact on a major life activity” – student must be able to demonstrate the need for specific accommodations with current documentation |
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| **Self - Advocacy** | |
| Student is identified by the school and is supported by parents and teachers  Teachers approach you if they believe you need assistance  Primary responsibility for arranging accommodations belongs to the school | Student must self-identify to Disability Resources in order to receive accommodations  Professors are usually open and helpful, but expect students to initiate contact  Primary responsibility for self-advocacy and arranging accommodations belongs to the student |
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| **Parental Role** | |
| Parents have access to student records and can participate in the accommodation process  Parent often main advocate for student | Parents do NOT have access to student records without student's written consent  Student advocates for self |
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| **Instruction** | |
| Teachers often modify curriculum and/alter curriculum pace of assignments  Students seldom need to read anything more than once, sometimes listening in class is enough  Classes meet daily  Most work is done in class  Students are expected to read short assignments that are then discussed and often re-taught in class  Attendance is legally mandated. School, community and the family accept the consequences of non-attendance | Professors may not modify, design or alter assignment deadlines  Students need to review class notes and text material regularly  Classes meet once, twice or three times per week  Most work is done outside the class  Students are assigned substantial amounts of reading and writing which may not be directly addressed in class  Attendance is the student’s responsibility. Student accepts the consequences of non-attendance |
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| **Grades and Tests** | |
| IEP or 504 plans 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 students of assignments and due dates | Grading and test format changes are generally not available. A postsecondary institution is not required to lower or substantially modify essential requirements of programs and services  Testing is usually infrequent and may be cumulative, covering large amounts of material  Makeup tests are seldom an option; if they are, students are responsible for requesting them  Professors expect students 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 |
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| **Study Responsibilities** | |
| Tutoring and study support may be a service provided as part of an IEP or 504 plan  Students’ time and assignments are structured by others  Transportation is provided to and from school  Students may study outside class as little as 0 to 2 hours a week and this may be mostly last-minute test preparation | Students must seek out tutoring and other available academic resources  Students are expected to manage their own time and complete assignments independently  Transportation must be determined by the student and factored into the class schedule  Students usually need to study at least 2 to 3 hours outside of class each week for each hour in class |
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