

# KEY DIFFERENCES



HIGH SCHOOL &  
COLLEGE

# APPLICABLE LAWS



## HIGH SCHOOL

- ❖ Individuals with Disabilities Act (IDEA)
- ❖ Section 504
- ❖ Rehabilitation Act of 1973
- ❖ IDEA is about *Success* in school

## COLLEGE

- ❖ Americans with Disabilities Act (ADA)
- ❖ Section 504
- ❖ Rehabilitation Act of 1973
- ❖ These are about **ACCESS** to facilities, programs & services

# REQUIRED DOCUMENTATION



## HIGH SCHOOL

- ❖ Individual Education Plan (IEP), 504 Plan, & Summary of Performance (SOP)
- ❖ School provides evaluation at no cost
- ❖ Focuses on determining if student is eligible for services under one or more disability categories

## COLLEGE

- ❖ IEP & 504 Plan are not sufficient, Need current adult-normed evaluations
- ❖ Students must get evaluation often at their own expense
- ❖ Must demonstrate need for specific services or accommodations
- ❖ Must provide information on specific functional limitations

# SELF-ADVOCACY



## HIGH SCHOOL

- ❖ School staff identify the student as having a disability
- ❖ School staff have some responsibility for arranging accommodations
- ❖ Teachers approach you if they believe you need assistance and might have a disability

## COLLEGE

- ❖ Student must self-identify to Disability Services Office
- ❖ Student has responsibility for self-advocacy and arranging accommodations
- ❖ Professors can be open and helpful, but most expect students to initiate contact at the start of the semester

# PARENTAL ROLE



## HIGH SCHOOL

- ❖ Parent has access to student records
- ❖ Parent participates in the IEP process
- ❖ Parent advocates for student

## COLLEGE

- ❖ Parent does not have access to student records
- ❖ Parent cannot represent the student without student's written consent
- ❖ Students must advocate for themselves

# INSTRUCTION



## HIGH SCHOOL

- ❖ Teachers modify curriculum and alter assignments as stated in IEP
- ❖ Students expected to read short assignments that are discussed in class
- ❖ Students may not need to read assignments more than once, often listening in class is enough

## COLLEGE

- ❖ Professors are not required to modify design or alter assignment deadlines
- ❖ Students are assigned substantial amounts of reading & writing which may not be directly addressed in class
- ❖ Students need to regularly review class notes & text material

# GRADES & TESTS



## HIGH SCHOOL

- ❖ IEP or 504 Plan may include modifications to test format or grading
- ❖ Testing is frequent covering small amounts of material
- ❖ Makeup tests may be available
- ❖ Teachers may remind students of assignments & due dates

## COLLEGE

- ❖ Grading & test format changes are generally not available
- ❖ Testing is generally periodic 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 & consult the course syllabus that describes course expectations, assignments & grading scale

# RESPONSIBILITIES FOR STUDYING



## HIGH SCHOOL

- ❖ Tutoring and study support may be a service provided as part of an IEP or 504 plan
- ❖ School staff often structure students' time & expected assignments
- ❖ Students may study outside class for as little as 0 to 2 hours a week and this may be mostly last-minute test preparation

## COLLEGE

- ❖ Tutoring generally DOES NOT fall under Disability Services' accommodation requirements.
- ❖ Students structure their own time & assignments.
- ❖ Students with disabilities must seek out tutoring resources available to all college students.
- ❖ Students usually need to study at least 2 to 3 hours for each hour in class.

# HELPFUL GENERAL INFORMATION

- Transition Services Liaison Project: [www.tslp.org](http://www.tslp.org)
- Division of Rehabilitation Services (Contact the Vocational Rehabilitation agency in your area)
- National Clearinghouse on Postsecondary Education for Individuals with Disabilities:  
<http://www.heath.gwu.edu>
- Association on Higher Education & Disability:  
<http://www.ahead.org/>
- National Secondary Transition Technical Assistance Center: [www.transitionta.org](http://www.transitionta.org)

# HELPFUL GENERAL FINANCIAL AID INFORMATION

- Division of Rehabilitation Services (Contact the Vocational Rehabilitation agency in your area)
- Financial Aid for Students through the US Department of Education's Office:  
<http://www.ed.gov/index.jsp>
- The Financial Aid Information Page:  
<http://www.finaid.org>
- Transition Services Liaison Project: [www.tslp.org](http://www.tslp.org)