

Student Accessibility Services

Applicable Laws and Legal Protection

High School	College
I.D.E.A. (Individuals with Disabilities Education Act) Section 504, Rehabilitation Act of 1973	A.D.A. (American with Disabilities Act)
Education is a <u>right</u> under IDEA and must be provided in an appropriate environment to all individuals	Education is <u>not a right</u> . Students must meet admission criteria defined under ADA as “otherwise qualified”
Free, appropriate public education is mandatory	Students decide to attend and will most likely pay tuition.
Students may receive special education services to address their needs which may include specialized instruction, modifications, and accommodations. Goals are monitored and communicated to the parent and student.	Students MUST self-advocate. Formal services are not typically available. Reasonable accommodations and modifications may be made to provide equal access and participation. Students are required to monitor their own progress and they are the ones to communicate that to parents.
I.D.E.A. is about SUCCESS	A.D.A. is about ACCESS

Required Documentation

High School	College
I.E.P (Individualized Education Plan) OR 504 Plan	I.E.P. and 504 Plans are not always sufficient. You will need to check with the college specifically for the documentation they require. This information could be disability and diagnosis specific.
School typically provides evaluation	Student must get an evaluation at own expense.
Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.	Documentation must be current. It also may need to state information specific to the nature of the condition or disability, functional limitations, and the need for specific accommodations.

Self-Advocacy

High School	College
Student is supported by the parent and teachers.	Student must self-identify to student support services. The student is responsible to contact faculty and advocate for accommodations.
Primary responsibility for arranging and providing supports and accommodations belongs to the school.	Primary responsibility for self-advocacy and arranging accommodations belongs to the student.
Teachers approach you if you need support. They will reach out to your parents and support teachers as well.	Professors are usually open and helpful, but most expect the student to initiate the contact if assistance is needed.

Parental Role

High School	College
Parents have access to student records and is an active member of the student team.	Parent does not have access to student records without student's written consent. Even with this, the college deals primarily with the student. Student is primary decision maker. Parental consent is NOT required.
Parents advocate for student.	Student advocates for self.

Instruction

High School	College
Teachers may modify curriculum and/or alter the pace of presentation of concepts and due dates of assignments.	Professors are NOT required to modify curriculum design or alter assignment deadlines.
Assignments tend to be shorter in length, reviewed and reinforced in class and re-taught when needed.	Assignments tend to be more substantial in length. Material may not be reviewed or discussed in class.
Many times, access to material in class can be enough to do well on assessments. Study guides and practice questions are usually available for students.	It is the student's responsibility to review notes and text on a regular basis. The extreme pace and quantity of material is typically not able to be mastered by simply being present in class.

Instructors

High School	College
<p>High School Teachers may:</p> <ul style="list-style-type: none"> • Grade and check completed homework • Remind students of incomplete assignments • Know students' needs and approach students when they need assistance • Have been trained in teaching methods • Be available before, during and after class • Provide information when a student is absent • Write or present information that needs to be copied • Teach knowledge and facts, leading students through the process • Take time to remind students of assignments and test dates. 	<p>College Professors may:</p> <ul style="list-style-type: none"> • Assume homework is completed • Not remind students of incomplete assignments • Be open and helpful, but the student must ask for the help • Have content knowledge but not formal teacher training • Provide support during designated office hours • Expect students to gather material missed due to absence • Lecture to enhance a topic, not following a textbook • Not write anything down == the student must determine what to take notes on • Expect students to refer to their Syllabus independently to note assignments and due dates.

Grades/Testing/Studying

High School	College
Tests are frequent and cover small amounts of material.	Tests are usually infrequent, therefore covering large amounts of material.
Make-Up Tests AND Test Flexibility are often available	Make-Up Tests are seldom an option.
Test dates can be rearranged to avoid conflicts with other classes or events.	Test dates are scheduled with little regard to other classes or events.
Good homework grades may assist in raising cumulative grade point averages.	Homework is rarely factored into grades.
Extra Credit options are often available.	Generally speaking, extra-credit options are not used to raise grades.