

Differences Between High School and College-level Disability Services

<i>Issue</i>	<i>High School</i>	<i>College</i>
Eligibility Determination	Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973	Section 504 and American with Disabilities Act (ADA); IDEA no longer applies at college level.
Basis for Accommodation Plans	IEP's or 504 Plans	IEP's and 504 Plans are not valid at the college level. Accommodations in college may vary from those provided previously. Accommodations provided by one college may not match exactly those granted by another college.
Responsibility for determination and provision of accommodations	School	Student must self-disclose and register their disability, make request for accommodations, submit all required documentation.
Forms of Instruction	Individually designed instruction is possible. Focus is on accommodations which foster student success in classroom.	Reasonable accommodations are made to provide equal access to learning. Personal accommodations (private tutoring, remedial classes) are not required.
Coordination of accommodations	Teachers and administrators	Students are responsible for disclosing and coordinating accommodations with instructors.
Progress toward goals	Monitored by teachers and administration; communicated to student and parents.	Students monitor their own progress. A college may not, by law, contact parents about a student's academic performance unless the student gives the college permission to do so. Parents wishing to know how their student is doing must ask the student directly or get the student to give permission to the college to release such information.
Advocating for student	Usually done by parents.	Communication is the responsibility of the student. Students should communicate with Student Accessibility Services, parents, and instructors. Release of information form is required for staff to speak to parents.
Accommodation Arrangements	IEP or 504 Plan makes it the school's responsibility to arrange for the student to receive accommodations.	Once approved, the student must request his or her accommodations in each instance that they are needed. For example, for testing accommodations, the student must provide the appropriate office with the dates and times of his or her exams and may be required to have more participation in the arrangements for such accommodations.
Accommodation Objectives	Accommodations and services are usually designed to maximize a student's potential.	Accommodations are granted to create a 'level playing field,' rather than to help a student reach his or her greatest potential. Often, certain accommodation requests are rejected on the basis that they go beyond the scope of this goal.