Disability Services: High School vs College

Strength Happens PODCAST

	High School	College
Laws and Policies	• Under the Individuals with Disabilities Education Act (IDEA), the ADA (1990, 2008), and Section 504 of the Rehabilitation Act of 1973, children are entitled to a free and appropriate public education (FAPE). • Schools must make necessary modifications to curriculum & services. • In primary and secondary education, learning is considered a **right.**	• Students with a qualifying disability who self-disclose their diability are protected under the ADA (1990, 2008) and Section 504 of the Rehabilitation Act of 1973, and may receive reasonable accommodations. • Students must meet standard college admission requirements. • Colleges are not required to alter core curriculum. • In college, education is considered an **opportunity.**
Roles and Responsibilities	• Schools identify students requiring additional support. • Relevant assessments are conducted to determine and classify educationally relevant diagnoses (e.g., learning disabilities). • An individualized education plan (IEP) or 504 plan is developed and communicated to caregivers, students, and educators. • Student progress is regularly monitored and reviewed.	• Students must comply with all college policies, including conduct, academics, and course requirements. • Students are responsible for self-disclosing their diagnosis to Student Accessibility Services (SAS). • Students bear the cost of any required assessments, if needed. • Students must submit relevant documentation of the diagnosed disability to the SAS office. • Students monitor their accommodation plans with SAS support. • Students request accommodation letters be sent to faculty.
Communication	• Schools must communicate directly with parent/caregiver regarding student's plan and progress.	• The SAS office communicates directly with the student regarding accommodations and support. • Colleges cannot share information with parents or caregivers without the student's consent. • Students are expected to self-advocate with both the SAS office and faculty.