Differences between High School and College for Students with Disabilities

Applicable Laws IDEA (Individuals with Disabilities Education Act) Section 504, Rehabilitation Act of 1973 Section 504, Rehabilitation Act of 1973 Section 504, Rehabilitation Act of 1973 ADA ensures equal access; protects from discrimination Required Documentation IEP (Individualized Education Plan) and/or 504 Plan School provides evaluation at no cost to student School provides evaluation at no cost to student School retests over time Additional accommodations and/or a change in the impact of the disability may warrant additional documentation Self-Advocacy Student is identified by the school and is supported by parents and teachers Primary responsibility for arranging accommodations Pelongs to the school Teachers approach the student if they believe assistance is needed Parental Role Parent does not have access to student records and can participate in the accommodations process Parent advocates for student Disability Service Provider Role School seeks out students and reminds/creates/coordinates additional resources as students resources as students to enamps; refers students to resources as students to enamps; refers students to resources found elsewhere on campus; refers students to resources found elsewhere on campus; refers students to resources as students identify potential need Instructors Instructors are not required to modify design or alter assistance are serviced for a provider readilines. Instructors are not required to modify design or alter assistance assignments.	High School	College	
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	pace of assignments	assignment deadlines	
Teachers prompt students about grades assignments, and due dates Student must monitor own progress and manage their time	1		
Student is expected to complete assignments that are Student is responsible for substantial amounts of			
then discussed and often re-taught in class homework which may not be directly addressed in class		•	
Attendance is legally mandated Attendance is the student's responsibility; student			
accepts consequences of non-attendance		• • • • • • • • • • • • • • • • • • • •	
Tests and Grades			
IEP or 504 plan may include modifications to test format Grading and test format changes (i.e. multiple choice vs.			
and/or grading essay) may not available; accommodations on HOW tests			
are given (extended time, test proctors) are available			
when supported by disability documentation			

High School	College
Teachers often take time to remind students of assignments and due dates	Instructors expect students to read, save, and consult the course syllabus, which spells out what is expected, when things are due, and how the student will be graded