

Disability Support Services

Comparing Disability Services Between High School and College

In planning a successful transition to college, it is important for students to understand that colleges have different responsibilities from high schools when it comes to providing accommodations for students with disabilities.



HIGH SCHOOL

LAWS

•	IDEA: children with disabilities are entitled to a "free and appropriate public education" Section 504-D: Accommodations may include shortening assignments, notes on test, or other accommodations that are not available to other students An IEP or 504 plan involves teachers, counselors, and parents Guarantee of success	 disability but m Section 504-E: standards, so n alter a class or p assignments or appropriate. 	cannot be denied admission due to ust be otherwise qualified for college Colleges must maintain academic o accommodations can fundamentally program. For example, shortening allowing notes during exams is not ans do not exist
RESPONSIBILITIES			
•	Students are identified and supported by teachers and parents Responsibility for accommodations primarily belongs to the school	 Students must Services It is the studer accommodation 	self-identify to Disability Support It's responsibility to request ons, and it is the student's choice
		each class	to use approved accommodations in
TEACHERS			
•	Classroom teachers have a copy of a student's IEP or 504 Plan. They understand a student's disability and attend meetings about individualized plans	This does not	eive a brief letter of accommodations. state what disability a student has or ostic data. A student may choose to information.
PARENTS			
•	Parents are involved in IEP or 504 plan meetings Parents often have access to a student's grades. Parents often receive calls or emails when a student is not doing well in classes.	 written consert Parents do not consent from t Even with writt 	en consent, college instructors will
		communicate	with students, not parents

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