

Major Differences Between High School and Postsecondary Disability Services

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*Students with disabilities who complete high school will enter the work force or a postsecondary educational environment. Having attained the age of legal majority, they will be expected to exhibit reasonable accommodations in work or educational environments.

High School	Postsecondary
I.D.E.A. Act (Individuals with Disabilities Education Act)	A.D.A (Americans with Disabilities Act)
Section 504, Rehabilitation Act	Section 504, Rehabilitation Act
Accommodations ensure success	Accommodations ensure equal access
Required Documentation:	Required Documentation:
I.E.P (Individual Education Plan) or 504 Plan	Documentation must provide current information on specific functional limitations for each category of disability and show a substantial limitation (IEP/504 Plan alone, is insufficient)
School provides evaluation at no cost to student	Students must provide the evaluation at his/her own expense
School retests over time	Additional accommodations and/or a change in the impact of the disability may warrant additional documentation
Student Role:	Student Role:
Student is identified by the school	Student self-identifies to the Disability Services Office
School sets up the accommodations	Primary responsibility for sharing Accommodation Plan belongs to the students; students must initiate contact with instructor to utilize approved accommodations for specific courses.
Parental Role:	Parental Role:
Access to student records	No access to student records without the student's written consent.
Participation in accommodations	Student requests accommodations.
Mandatory involvement	**Student is to self-advocate**
Instructors:	Instructors:
Teachers prompt students about grades, assignments, and due dates	Student must monitor own progress and manage their time.
Use of multi-sensory approach.	Not required. Lecture is predominant.
Teachers may modify curriculum and/or alter curriculum and pace of assignments.	Not required to modify curriculum or alter assignment deadlines.
Attendance is legally mandated.	Attendance is the student's responsibility. Student accepts consequences of non-attendance.
Tests/Grades:	Tests/Grades:
IEP or 504 plan may include modifications to test/material format and/or grading: grades may be modified based on effort.	Grades reflect the work submitted; curriculum & technical course standards may not be altered.
Testing is frequent and covers small amounts of material	Grading and test format changes are generally not available. However, accommodations on how it is given may be available. Testing is usually infrequent and may be cumulative, covering large amounts of material;
Teachers often take time to remind students of assignments and due dates and are willing to extend deadlines: make-up tests are often available	Instructors expect students to know the course syllabus (outline); the syllabus spells out what is expected, when assignments are due, and how grading will be done. Depending on the circumstances, accommodations may or may not be reasonable or required.
Study Skills and Responsibilities:	Study Skills and Responsibilities:
Tutoring and study support may be a service provided as a part of an IEP or 504 plan	Tutoring typically is not considered an accommodation because it is available to all students: therefore students with disabilities must seek out tutoring and study skills resources.
Outside class study time may be as little as 0-2 hours per week; the majority of the work is completed within class time.	Students may need as much as 2-3 hours per class outside of class time to complete work; the majority of the work is completed outside of the classroom.
Disability Service Provider Role:	Disability Service Provider Role:
School seeks out students and reminds/creates/coordinates additional resources as needed.	DSO determines eligibility for reasonable accommodations under the ADA and Section 504
Primary responsibility for accommodations belongs to the school	DSO does not duplicate resources found elsewhere on campus. Refers students to resources as students identify potential need
Conduct:	Conduct:
Disruptive conduct may or may not be accepted.	Students who are disruptive and are unable to abide by the institution's code of conduct are deemed "not qualified" and can be dismissed.
Differences in Summary:	Differences in Summary:
I.D.E.A is about Success	A.D.A. is about Access.
High School is mandatory and free.	Postsecondary is voluntary and expensive.