

## Major Differences between High School and College Disability Services

	High School	College
<b>Applicable Laws</b>	<p>IDEA</p> <p>ADA (ADAAA)</p> <p>Section 504 (D) Rehabilitation Act</p>	<p>ADA (ADAAA)</p> <p>Section 504 (E) Rehabilitation Act</p>
<b>Required Documentation</b>	<p>Individual Education Plan</p> <p>School provides evaluation at no cost to the student</p> <p>School conducts evaluations at prescribed intervals</p>	<p>Varies depending on the disability</p> <p>IEP and 504 Plans are often not sufficient; must include the diagnosis, who diagnosed, testing on which the requested accommodations are based, and limitations</p> <p>Student must get documentation and/or evaluation at own expense (usually no older than 3 years)</p> <p>Student generally not required to be re-tested after initial documentation approval unless additional accommodations warrant more documentation</p>
<b>Student Role</b>	<p>Student is identified and supported by parents/teachers</p> <p>Primary responsibility for accommodations belongs to the school</p>	<p>Student must self-identify at designated office</p> <p>Primary responsibility for accommodations belongs to the student</p>

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Parent Role	<p>Parent has access to student's records and participates in accommodation process</p> <p>Parent advocates for the student</p>	<p>Parent does not have access to disability-related records unless student provides written consent</p> <p>Student advocates for self</p>
Curriculum and Instruction	<p>Many schools modify curriculum and/or alter pace of assignments</p> <p>Use multi-sensory approach</p> <p>Weekly testing, mid-term, final, and graded assignments</p> <p>Attendance taken and reported</p>	<p>Not required to modify curriculum</p> <p>Tend to rely on lecture. May or may not use multi-sensory approach</p> <p>Student is responsible for attending class</p>
Grades	<p>Some schools modify tests</p> <p>Grades may be modified based on the quality of the curriculum</p>	<p>Grades reflect the work submitted</p>