

# Comparison of Disability in High School and College

## Disability Services for Students

The following is a point-by point comparison of disability law and some services/accommodations and the way in which they differ between high school and college.

High School	College
<p>Under the law (IDEA), all children (including children with disabilities) are <i>entitled</i> to a “Free and Appropriate Public Education.”</p> <p>(IDEA is about education)</p>	<p>Under the law (Section 504 of the Rehabilitation Act), students have <i>equal access</i> to education – no one is <i>entitled</i> to anything; students have <i>civil rights</i> and they must advocate for themselves in order to utilize those rights.</p> <p>(This section of 504 is about civil rights)</p>
<p>Section 504 in the public schools includes “Free and Appropriate Public Education” language, and accommodations may include modifications or changes in the curriculum, assignments or tests.</p>	<p>Section 504 is the first civil rights legislation that applied to colleges. It upholds the institution’s right to maintain the academic standards, and no accommodations may be permitted to reduce that standard for any student. In other words, the integrity of any program will not be compromised by changes or modifications for any student.</p>
<p>Plans, either the IEP or a 504 Plan, drive all services and accommodations, involve school staff, and require a parent’s signature.</p>	<p>There is no plan, and instructors are not contacted, except by the student. In fact, parents may not even receive a student’s grades without the student giving written permission.</p>
<p>All students qualify for public education simply by being the appropriate age</p>	<p>“Otherwise qualified,” in college, means that the student must meet all entrance and academic requirements, whether they receive accommodations or not.</p>
<p>Staff involved with the student knows about his/her placement, knows about a student even before he or she enters the classroom, and has a good idea of that student’s needs.</p>	<p>DSS never contacts an instructor without permission from the student. Thus, the student must initiate all actions regarding accommodations with each instructor, for each course, every semester. Students also have the right to <b>refuse</b> accommodations and if they do not <b>request</b> accommodations, it’s assumed they do not need or want them.</p>
<p>Public schools, for the most part, are responsible for appropriate assessment of a student’s disability, primarily to determine if that student qualifies for special education.</p>	<p>Higher education is not required to assess the student, but may request that the student provide information about their disability and accommodation needs. This may include 3<sup>rd</sup> party documentation.</p>

MDT = Multidisciplinary Team Evaluation

DSS = Disability Services for Students

IEP = Individual Education Plan

Some subjects may have been waived for a student before graduation, if they were specifically related to the student's disability, and was indicated in the IEP.	Substitutions for specific graduation requirements may be requested by following a rigorous petition process, but "waivers" for requirements are <i>never</i> granted. Substitutions are also granted typically after the student has <i>both</i> provided adequate verification to DSS of their disability <i>and</i> unsuccessfully attempted the courses in question with the appropriate accommodations as recommended by DSS.
Labels (or the type of disability/diagnosis) are a way to categorize people and are needed to verify the student for special education services.	Student has a right to disclose to whom and when they choose, but must own their disability in order to receive accommodations and enjoy a level playing field. There is no special education, only accommodations.
Assessment, physical or other therapy, or personal care may be provided by school while the student is in school.	Student is responsible for personal services -- personal care, medical and related requirements, just as if they would if they were living independently and not attending school.
Students often receive "Un-timed tests" if they have a disability.	"Un-timed tests" are not reasonable, but time extensions may be reasonable, typically time-and-a-half or double time.
Teachers may be expected to learn all they can about the disability of a student in one of their classes.	Instructors need know only that which applies to the accommodations the student is eligible for.

### IDEA vs. ADA

<i>Issue</i>	<i>IDEA (High School)</i>	<i>ADA(College)</i>
<b>Identification</b>	School	<b>Student</b>
<b>Assessment</b>	School	<b>Student</b>
<b>Making Requests</b>	School/Parent	<b>Student</b>
<b>Advocacy</b>	School/Parent	<b>Student</b>
<b>Decision Making</b>	School/Parent	<b>Student</b>
<b>Transition Plan</b>	School	<b>Student</b>
<b>Accommodations</b>	School	<b>College</b>

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