Office of Accessibility Resources

Differences between High School and College for Students with Disabilities

High School
In high school, the school has responsibilities, which include the following:

- **Identify** students with disabilities
- **Provide** an evaluation of the student’s disability
- **Classify** disabilities according to specified diagnostic categories
- **Involve** parents or guardians in placement decisions in most circumstances or with very few exceptions
- **Provide** certain non-academic services
- **Place** students in programs by a placement committee with parent participation and approval
- **Structure** a large part of the student’s weekly schedule
- **Modify** educational programs
- **Prepare** Individualized Educational Plans (IEP’s)
- **Provide** a free and appropriate education
- **Inform** parents of their procedural safeguards (right to due process, etc.)
- Elementary and secondary institutions provide accommodations to have their students BE successful (IDEA)

College (Post-Secondary)

- Students must **self-identify** by requesting services through the Office of Accessibility Resources at the university which, in turn, is required to protect a student’s right to privacy and confidentiality
- Providing documentation of the disability, including a professional evaluation, is the student’s responsibility
- Colleges have specific guidelines for documentation of a disability. While the classifications or diagnosis of the condition is necessary, a description of the **functional limitation(s)** caused by the individual’s disability is essential.
- Parents and guardians are **not involved**, and privacy laws may bar college staff from even discussing a student’s disability with parents unless permission is given by the student in writing
- Ensure that non-academic services are **accessible**, and do not discriminate
- There are NO IEP’s, 504 plans, or placement committees; these documents are replaced with an Accommodation Notification Form after completing an intake meeting
- a student must be a **self-advocate**
• Students structure their own schedules. Recommendations are made to the student, however it is the student’s responsibility to follow recommendations and established procedures
• While the college may assist by providing reasonable academic accommodations and/or auxiliary aids or services to accommodate the functional limitations of qualified students with disabilities (as indicated in appropriate documentation), accommodations cannot lower or alter the standards of the program/course
• The student requests accommodations and/or auxiliary aids, but chooses his/her own classes and programs, within a school’s requirements
• Inform students of their rights and responsibilities
• Postsecondary facilities provide access and an equal OPPORTUNITY for students to be successful (Rehab Act, ADA)