

Differences between High School and College Accommodations for Students with Disabilities

Applicable Laws

HIGH SCHOOL	COLLEGE
I.D.E.A. (Individuals with Disabilities Education	A.D.A. (Americans with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973, <i>Subpart D</i>	Section 504, Rehabilitation Act of 1973, <i>Subpart E</i>
I.D.E.A. is about SUCCESS	A.D.A. is about ACCESS

Required Documentation

HIGH SCHOOL	COLLEGE
I.E.P. (Individualized Education Plan and/or 504 Plan describes student services; these plans are only effective through high school.	Students may be eligible for reasonable accommodations, with qualified, <u>recent</u> documentation. <u>A high school I.E.P. or 504 alone is usually not sufficient documentation.</u> Colleges need more specific information, including an evaluation completed by an appropriately credentialed practitioner, in order to provide academic accommodations. Our Documentation Guidelines specify information needed, please see our website.
School provides evaluation at no cost to student	The responsibility for getting an evaluation of disability lies with the student. If recent, IEP Evaluations may be accepted at the college level.
Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.	Documentation must provide information on diagnosis, specific functional limitations, and demonstrate the need for specific accommodations. Please see full Documentation Guidelines on our website.

Self-Advocacy and Initiation of Services

HIGH SCHOOL	COLLEGE
Student is identified by the school and is supported by parents and teachers	Student must self-identify to Accessibility Services as a person with a disability, present documentation, and meet with Accessibility Services to request accommodations and create their plan.
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student .
Teachers approach you if they believe you need assistance	Instructors are usually open and helpful, but most expect you to initiate contact if you need assistance.

Confidentiality, FERPA*, and Parental Role

HIGH SCHOOL	COLLEGE
Parent has access to student records, participate in the accommodation process, and communicate openly with teachers and administrators about student progress.	Accommodations are arranged between the student and Accessibility Services. Parents do not have access to student records without student's written consent. Students are expected to communicate directly with faculty and staff.
Parent advocates for student	Student advocates for self. Accessibility Services and parents supports the student in self-advocacy

Instruction

HIGH SCHOOL	COLLEGE
Teachers may modify curriculum and/or alter pace of assignments	Instructors do not modify curriculum design or alter pace of assignments.
You are expected to read short assignments that are then discussed, and often re-taught, in class	Student may be assigned substantial amounts of reading and writing which may not be directly addressed in class.
You seldom need to read anything more than once, and sometimes listening in class is enough.	Student is responsible for reviewing class notes and text material regularly.

Grades and Tests

HIGH SCHOOL	COLLEGE
I.E.P. or 504 plan may include modifications to test format and/or grading. Students with disabilities may be allowed to take tests more than once, if they do poorly the first time.	Accommodations for HOW tests are given (extended time, smaller setting) are available when supported by disability documentation. Modifications to assignments or assessments, such as grading and test format changes (i.e. multiple choice vs. essay, multiple attempts on exams, word banks, etc.) are not available.
Testing is frequent and covers small amounts of material	Testing frequency can vary and may be cumulative and/or cover large amounts of material.
Makeup tests are often available.	Makeup tests are seldom an option and are at the instructor's discretion, not Accessibility Services.
Teachers often take time to remind you of assignments and due dates	Instructors expect you to read and consult the course syllabus, which outlines what is expected, when it is due, and how you will be graded.

Study Responsibilities

HIGH SCHOOL	COLLEGE
Tutoring and study support may be a service provided as part of an I.E.P. or 504 plan	Students with disabilities must seek out tutoring resources which are available to all students.
Your time and assignments are structured by others	Students are expected to manage their <u>own</u> time and complete assignments independently
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation	Students are expected to study at length outside of class. This amount of time may vary depending on class, instructor, and disability.

***FERPA**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." However, FERPA provides ways in which a school may -but is not required to – share information from an eligible student's education records with parents. This often requires prior written consent from the student through a Release of Information ([Information Release.pdf \(sctcc.edu\)](#))

For more information on FERPA, please visit: [Family Educational Rights and Privacy Act \(FERPA\)](#)

For information on Financial Aid, please visit: [Home - Finaid, Pay for College | St. Cloud Technical Community College \(sctcc.edu\)](#), or [Home | Federal Student Aid](#)

For more information on SCTCC Accessibility Services, please visit: <https://www.sctcc.edu/accessibility-services> or call us at 320-308-5757.

For helpful general information on disability: National Council of Disability [Resources | NCD.gov](#)