



High School Accommodations Vs. College Level Accommodations

High School	College
What Laws Apply?	
<ul style="list-style-type: none"> • Individuals with Disabilities Education Act • Section 504 of the Rehabilitation Act • These protect the <i>success</i> of each student. 	<ul style="list-style-type: none"> • Americans with Disabilities Act & Amendments • Section 504 of the Rehabilitation Act <ul style="list-style-type: none"> • Fair Housing Act (on-campus housing) • These laws protect the right to <i>access</i> the goods and services provided by the institution.
Who Qualifies?	
<ul style="list-style-type: none"> • Any student who meets criteria for an IEP under any of the 13 classifications outlined by the IDEA • 13 classifications: autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment 	<ul style="list-style-type: none"> • A student may qualify if they meet the definition for a disability under the ADA: “a significant mental or physical impairment that substantially limits one or more major life activities” • Qualification for an IEP or a 504 does not guarantee qualification for accommodations in the higher education setting.
Documentation	
<ul style="list-style-type: none"> • Individualized Education Plans or IEPs <ul style="list-style-type: none"> • 504 Plans • Documentation and testing for these plans are the responsibility of the school. 	<ul style="list-style-type: none"> • IEPs and 504 Plans may not be sufficient. • Guidelines for documentation are dictated by the individual school. • Student is responsible for testing and obtaining the documentation.

Student Responsibility	
<ul style="list-style-type: none"> • School identifies the student in need of disability support. • Teachers follow up with student to ensure the implementation of accommodations. • School staff responsible for dispersing the accommodations information to teachers and instructors. 	<ul style="list-style-type: none"> • Students are expected to self-identify to the Disability Services Office. • Students are expected to provide information for professors or request through the Office’s process for the Office to notify professors. (It is not automatic). • Professors may be helpful as they assist students and offer contact for the Disability Services Office, but they do not refer students to the Disability Services Office.
Parent Roles	
<ul style="list-style-type: none"> • Parents can ask for student to be tested for special education eligibility. <ul style="list-style-type: none"> • Parents are included in the development of plans. • Parents are provided information about student progress. 	<ul style="list-style-type: none"> • Student information is protected under the Family Education Rights and Privacy Act. (Parents <i>cannot</i> receive information without a FERPA release on file). • Parents cannot request for students to be contacted by the Disability Services office. Again, it is the student responsibility.
Instruction	
<ul style="list-style-type: none"> • Teachers may be required to alter instruction by providing materials in different formats tailored to students preferred learning style • Students may be taken for specialized instruction in separate learning environments • Students may be provided additional instruction in the form of tutoring, speech therapy, or reading specialists. 	<ul style="list-style-type: none"> • Professors are not expected nor required to alter instruction in any way • No specialized classes are developed for student registered with the Office of Disability Services • No additional instruction is provided through a tutoring center by the Office of Disability Services

Types of Accommodations

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| <ul style="list-style-type: none">• Accommodations are largely developed by students and what alterations students may find most helpful.• Accommodations are extensive and may involve alteration to courses, tests, and the materials provided• Accommodations are created to ensure the guaranteed success of students identified by the school personnel. | <ul style="list-style-type: none">• Accommodations cannot be granted if they pose an undue financial or administrative burden on the university or department<ul style="list-style-type: none">• Accommodations will not be considered if they fundamentally alter the nature of the course or program• Accommodations are approved on a case by case basis rather than a set list of accommodations which align with certain diagnoses.• Accommodations are created to provide equal opportunity or access for students registered. |
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