

Difference between High School & College *for* students with disabilities

High School

Applicable Laws

- I.D.E.A. (Individuals with Disabilities Education Act)
- Section 504, Rehabilitation Act of 1973
- I.D.E.A. is about Success

Required Documentation

- I.E.P. (Individual Education Plan) and/or 504 Plan
- School provides evaluation at no cost to the student
- Documentation focuses on determining whether student is eligible for services based upon specific disability categories in I.D.E.A.

Self-Advocacy

- Student is identified by the school and is supported by parents and teachers
- Primary responsibility for arranging accommodations belongs to the school
- Teachers approach you if they believe you need assistance

Parental Role

- Parent has access to student records and can participate in the accommodation process
- Parent advocates for student

Instruction

- Teachers may modify/alter curriculum and pace of assignments
- You are expected to read short assignments that are then discussed and often re-taught in class
- You seldom need to read anything more than once; sometimes listening in class is enough

College

Applicable Laws

- A.D.A. (Americans with Disabilities Act of 1990, Title II)
- Section 504, Rehabilitation Act of 1973
- A.D.A. is about Access

Required Documentation

- High school I.E.P. and 504 are not sufficient
- Documentation guidelines specify information
- Student must get evaluation at own expense
- Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations

Self-Advocacy

- Student must self-identify to the Support Services Office
- Primary responsibility for self-advocacy and arranging accommodations belongs to the student
- Professors are usually open and helpful, but most expect you to initiate contact if you need assistance

Parental Role

- Parent does not have access to student records without student's written consent
- Student advocates for self

Instruction

- Professors are not required to modify design or alter assignment deadlines
- You are assigned substantial amounts of reading and writing which may not be directly addressed in class
- You need to review class notes, text and material regularly

High School

Grades and Tests

- I.E.P. or 504 plan may include modifications to test format and/or grading
- Testing is frequent and covers small amounts of material
- Makeup tests are often available
- Teachers often take time to remind you of assignments and due dates

Study Responsibilities

- Tutoring and study support may be a service provided as part of an I.E.P or 504 plan
- Your time and assignments are structured by others
- You may study outside of class as little as 0 to 2 hours a week and this may be mostly last-minute test preparation

FERPA

- The Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. 1232 g(d) states that generally speaking, parents of children who attend or have attended a school or facility that receives funding have rights under FERPA. When a student turns 18 years old or enters a post-secondary institution at any age, all rights afforded to parents under FERPA transfer to the student ("eligible student"). However, FERPA provides ways in which a school may - but is not required to - share information from an eligible students education records with parents, without the student's consent.

For example: Schools may disclose education records to parents if the student is claimed as a dependent for tax purposes. Schools may disclose education records to parents if a health or safety emergency involves their son or daughter. Schools may inform parents if the student, if he or she is under age 21, has violated any law or policy concerning the use or possession of alcohol or a controlled substance.

Helpful General Information

National Council on Disability
<http://www.ncd.gov/resources.htm>

Department of Assistive and Rehabilitative Services
<http://www.dars.state.tx.us>

TSTC Support Services Office
<http://www.harlingen.tstc.edu/supportservices>

For more information contact TSTC Support Services Office at 956.364.4520 or visit <http://www.harlingen.tstc.edu/supportservices>. This publication is available in an alternative format by contacting TSTC Support Services Office.

Equal opportunity shall be afforded within TSTC to all employees and applicants for admission or employment regardless of race, color, gender, religion, national origin, age, or disability.

College

Grades and Tests

- Grading and test format changes (i.e. multiple choice vs. essay) are generally not available
- Accommodations to HOW tests are given (extended time, test proctors) are available when supported by disability documentation
- Makeup tests are seldom an option; if they are, you need to request them
- Testing is usually infrequent and may be cumulative, covering large amounts of material
- Professors expect you to read, save and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due and how you will be graded

Study Responsibilities

- Tutoring DOES NOT fall under Disability Services; students with disabilities must seek out tutoring resources as they are available through the Student Success Office
- You manage your own time and complete assignments independently
- You need to study at least 2 to 3 hours outside of class for each hour in class

Helpful General Financial Aid Information

Financial Aid for Students through the US
Department of Education's Office
<http://www.ed.gov>

The Financial Aid Information Page
<http://www.finaid.org>