

SC Disability Services in High School vs. College

Applicable Laws

High School	College
Individuals with Disabilities Education Act (IDEA).	Americans with Disabilities Act as amended in 2008 (ADA). ADA is about access.
Section 504, Rehabilitation Act of 1973.	Section 504, Rehabilitation Act of 1973.
I.D.E.A. is about SUCCESS .	A.D.A. is about ACCESS . The purpose is providing access to the same material that all other students have access to, so that, the student with disabilities has the same opportunities to succeed or fail as everyone else.

Required Documentation

High School	College
Individualized Education Plan (IEP) and/or 504 Plan	High school I.E.P.'s and 504's end in high school, but may be accepted as documentation if it meets the requirements. https://www.sckans.edu/student-services/student-success-and-retention/documentation-guidelines/
School provides evaluation at no cost to student.	Student must get evaluation at their own expense.
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 specific functional limitations, and demonstrate the need for specific accommodations.

Advocacy

High School	College
Student is identified by the school and is supported by parents and teachers.	Student must self-identify to Disability Services.
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.	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance. Accommodations work only through Disability Services; not through the faculty.

Parental Role

High School	College
Parent has access to student records and can participate in the accommodation process.	Parent does not have access to student records without student's written consent.
Parent advocates for student.	Student advocates for self.

Instruction

High School	College
Teachers may modify curriculum and/or alter pace of assignments.	Professors are not required to modify curriculum design or alter assignment deadlines.
Students are expected to read short assignments that are then discussed, and often re-taught, in class.	You are 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.	You need to review class notes and text material on a regular basis.

Grades and Tests

High School	College
I.E.P. or 504 plan may include modifications to test/quiz format and grading.	Modifications to grading and test formats are not typically supported. For example, the same exam given to the rest of the class may be given with extended time or reduced distraction, when supported by disability documentation.
Testing is frequent and covers small amounts of material.	Testing is usually infrequent and may be cumulative, covering large amounts of material.
Makeup tests are often available.	Makeup tests are rarely given.
Teachers often take time to remind you of assignments and due dates.	Professors expect you to read, save, and consult the course syllabus; the syllabus explains exactly what is expected of you, 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.	Tutoring does not fall under Disability Services. Students with disabilities must seek tutoring and writing support available to all students.
Your time and assignments are structured by others.	You manage your own time and complete assignments independently. Faculty may not accept late assignments or may give grade deductions if the assignment is late.
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	You need to study at least 2 to 3 hours outside of class for each hour in class.
Staff help students modify inappropriate behavior into appropriate behavior.	The student is responsible for modifying their own behavior.