



Making the Transition from High School to College for Students with Disabilities

Laws

HIGH SCHOOL	COLLEGE
I.D.E.A (Individuals with Disabilities Education Act)	A.D.A (American with Disabilities Act of 1990)
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
Provides the mandate and funding to schools for in-school special education services as well as transportation/buses to school, physical, occupational, speech therapy, and tutoring.	Colleges are required only to offer accommodations & support services; not services of a personal nature.

Required Documentation

HIGH SCHOOL	COLLEGE
School develops IEP from documentation and test results.	**I.E.P, 504's, ARD's and SOPs from your high school may not contain the necessary qualifying information. Additional documentation may be required for further review from a medical doctor, psychologist, diagnostician or other medical professional.
School provides evaluations with no cost to them.	Students are responsible for all medical expenses that they may incur for evaluations or any other medical reviews.
Documentation focuses on determining whether the student is eligible for services based on specific disability categories in I.D.E.A	Documentation must provide information on the individual's specific functional limitations and demonstrate the need of specific accommodations.

Self-Advocacy

HIGH SCHOOL	COLLEGE
Students are identified by the school and are supported by their teachers and parents.	Students must be a self-advocate for themselves to the Office of Disability Services.
It is the schools responsibility to arrange accommodations for their students.	It is the student's responsibility to arrange accommodations as needed.
Teacher initiate contact and ask students if they need assistance.	Instructors are open and helpful, but students are required to initiate contact if they need accommodations with the Office of Disability Services.



Parent's Role

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Parents have access to students' records; They participate in the accommodation's process.	Students are protected by FERPA (Family Education Rights and Privacy Act of 1974) Parents must have written consent or signed FERPA Form to gain access to their son/daughter's record.
Parent's advocate for student.	Students advocate for themselves.

Classes

HIGH SCHOOL	COLLEGE
Most classes are held every day.	Classes are held less often.
Attendance is well monitored.	Attendance and progress may not be monitored.

Instruction

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Teachers may modify and/or alter pace of assignments.	Instructors are not required to modify curriculum or alter assignment deadlines.

Grades and Tests

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I.E.P OR 504 plan may include modifications to test format and/ or grading	Grading and test format changes may be available (from multiple choice to essay). Accommodations to HOW tests are given (extended time, test proctors, read orally) are available when supported by disability documentation.
Makeup tests may be offered frequently.	Makeup tests may not be an option; If they are, a request must be made.
Teachers remind you of assignments and due dates.	Instructors expect you to read the course syllabus; the syllabus is an outline of what is going to be covered in the course, the expectations of you as a student, when assignments are due and how you will be graded.

Study Responsibilities

HIGH SCHOOL	COLLEGE
Tutoring and study support may be a service as provided by an I.E.P or 504 plan	Tutoring DOES NOT fall under Disability Services. Students with disabilities must seek tutoring resources as they are available to all students with our tutoring center.



Information for Students

While still in high school:

1. Find out about your disability:

- Talk to your parents, high school special education teacher, or guidance counselor to learn more about your specific disability.
- Understand the academic impact of your disability.
- Know your strengths and weaknesses.
- Know how your disability might affect your employment/career choices.
- Make sure that a current evaluation has been completed. **(Request updated testing or re-evaluation before you graduate from High School)**
- Gain an understanding of your disability documentation.

2. Participate in transition meetings (IEP, 504 Plan)

- Actively participate in self-advocacy training.
- Know your rights and responsibilities.
- Know the grievance procedures for the college that you plan to attend.

3. Create a file containing your disability related information:

- Current or Final High School Transcript with Standardized Test Scores
- Copy of Medical Records **(if needed) (Psychologist, Medical Doctor, etc.)**
- Copy of current High School Plan **(IEP, 504 Plan, etc.)**
- Copy of Entrance Exam Results **(TSI, ACT, SAT, etc.)**

4. Plan your College Choice

- Select the college based on the program of study that interests you. **(Do not choose a school by the amount of services offered.)**
- Visit each campus and meet with the Office of Disability Services of that college.
Make sure to research and consider:
 - What services each prospective college provides through their disability service office?
 - How often are services available? Are the service providers on campus and available on as-needed basis?
 - Are there restrictions or additional costs for using these services?

5. Apply!