

Reasonable Accommodation Differences Between High School & College

	High School	College
Laws	<ul style="list-style-type: none"> • I.D.E.A. (Individuals with Disabilities Education Act) • FAPE (Free Appropriate Public Education) • Section 504 Rehabilitation Act of 1973 	<ul style="list-style-type: none"> • ADA (Americans with Disabilities Act of 1990, as amended) • Section 504 Rehabilitation Act of 1973
Documentation	<ul style="list-style-type: none"> • Individual Education Plan (IEP) • 504 Plan • School provides evaluation • Focuses on whether the student is eligible for services 	<ul style="list-style-type: none"> • IEPs & 504 Plans are generally not sufficient without the results of evaluations used • New/updated evaluations are student's responsibility to obtain and submit to SDSS • Eligibility is based on impact of a major life activity
Schedule	<ul style="list-style-type: none"> • 7 or more different classes in a day or week • 6 hours a day • September to June 	<ul style="list-style-type: none"> • 4-5 classes an entire semester • 12 hours a week • 2 separate semesters (Fall and Spring)
Study Time	<ul style="list-style-type: none"> • Smaller assignments/homework • 1 or 2 hours of out of school work & structured 	<ul style="list-style-type: none"> • 2-3 hours per credit hour each week • No reminders of due dates
Tests	<ul style="list-style-type: none"> • Many throughout the year • Small chunks of information • Reviews before tests & makeup tests available 	<ul style="list-style-type: none"> • Very few each semester & rarely given makeups • Large chunks of information • Tests given in different formats
Grades	<ul style="list-style-type: none"> • Many grades for homework, tests, extra credit, etc. • Passing grade in a class allows student to progress to the next grade level 	<ul style="list-style-type: none"> • Very few depending on the class, even as few as 2 • Some majors require certain grades to pass (ex. a C grade)
Free Time	<ul style="list-style-type: none"> • Determined by school, after-school activities, parents, job • Very little 	<ul style="list-style-type: none"> • Student decides how to spend and must find balance between social and study • More out of class time
Teachers	<ul style="list-style-type: none"> • At times as many as 7, or more depending on special areas • May check notebooks & progress of work including completing homework on time • Follow along with textbook 	<ul style="list-style-type: none"> • 4-5 with limited office hours • Rarely check progress, it's the students responsibility to keep up with work • Often provides information not in textbook during lecture
Accommodations	<ul style="list-style-type: none"> • Established for students requiring accommodations through identification in the classroom & IEP team 	<ul style="list-style-type: none"> • Students needing accommodations due to disability must self-disclose to disability office & request
Self-Advocacy	<ul style="list-style-type: none"> • Teachers approach student if they believe student needs assistance 	<ul style="list-style-type: none"> • Students must communicate with professors regarding accommodations or when having difficulty
Tutoring	<ul style="list-style-type: none"> • Often provided as part of the school day, for free • Part of an educational program 	<ul style="list-style-type: none"> • Students must seek tutoring when needed • Usually requires an appointment, may cost money
Parental Role	<ul style="list-style-type: none"> • Parent advocates for student • Parent has access to student records 	<ul style="list-style-type: none"> • Parents access records only with written consent • Student is self-advocate