

**Differences Between High School and College Special Services**

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| **ISSUE** | **HIGH SCHOOL** | **COLLEGE** |
| **Responsibility for identifying students with disabilities** | **School initiated** | **Student initiated –** student must self-identify to the Special Services Advisor |
| **Documentation of need for academic adjustments** | **School provides –** The school district provides free evaluations and testing. | **Student provides -** each academic adjustment must be documented and specific to area of disability. Evaluations and testing are at the student’s expense. |
| **Applicable Law** | Individuals with Disabilities Education Act (**IDEA**)  **IDEA focuses on SUCCESS** | Americans with Disabilities Act (**ADA**) and section 504 and 508 of the Rehabilitation Act  **ADA focuses on equal ACCESS** |
| **Responsibility for providing accommodations** | **School –** Education is mandated and alterations in curriculum called ‘modifications’ are required with the focus on student success. | Education is not mandated. Admissions and essential skills criteria must be met. Only reasonable academic adjustments for access are allowed. |
| **Modifications** | **Academics modified to meet level of student**– Individual Education Plans (IEP), shortened assignments, textbooks at reading level, grades for effort, revisions and assistance on tests, exemptions from tests, etc. | **Academic adjustments so that student can meet level of academics –**  E-books smart pens, extended test times, etc.) IEP’s and modifications of the course’s required essential skills are not provided. |
| **Responsibility for planning course of study and deciding on course selection** | **School –** IEP team plans courses. | **Student –** Student initiates meeting with the Adviser for course planning assistance. Student self-registers. |
| **Advocating to obtain services** | **Parent, student & school** -ARD, 504 and IEP meetings | **Student** learns to advocate for self with support from parents, family & Special Services Advisor |
| **Follow-up** | **School and Parents –** Counselors, teachers, IEP team and parents follow-up during the school year. | **Student** is responsible for self-disclosing, registering with Special Services Office and returning each semester to obtain academic adjustment letters for new instructors. |
| **Related Services** | **School –** provides all services related to educational needs including rehabilitation and personal needs | **Student** provides personal needs, resources & equipment. **College** provides physical and academic access only. |
| **Responsibility for student behavior** | **School and Parents** are held responsible for some student actions and behaviors (ex: tardiness, absences, acting out in class) | **Student** – is held responsible for all actions and behaviors and is expected to adhere to the Student Code of Conduct. |
| **Responsibility for assignment deadlines** | **School & Parents** work toremind student and possibly alter assignment due dates, procedures, etc. | **Student** responsible for knowing the course syllabi, school catalogs and course schedules to assure adherence to assignment deadlines and other procedures. |