

A QUICK COMPARISON

Disability Law

High School

- Individuals with Disabilities Education Act
- Section 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act

Post Secondary

- Section 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act

Services

High School

- Services delivered to the student
- Annual review and Individualized Education Plan (IEP)
- Regular parent contact
- Entitlement law (IDEA)
- Educational and psychobiological testing provided by school system

Post Secondary

- Eligibility for services determined after admission to the institution
- Student must seek out services
- Services based on documentation
- No annual review or IEP
- No parent contact
- Anti-discrimination law (ADA) and Section 504

Responsibilities

High School

- Identify students with disabilities
- Provide a free and appropriate education
- Modify educational programs as needed
- Provide academic success

Post Secondary

- Inform students of office location and procedures for requesting accommodations
- Accept and evaluate verifying documentation
- Protect student's privacy and confidentiality
- Provide equal access to programs and services
- Provide academic access

Division of
STUDENT AFFAIRS

Students with Disabilities Services

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Students with Disabilities Services PARENT'S GUIDE:



*Transitioning Your Student
from High School to College*

University Life

Although the transition from high school to college is a challenge for any student, college life poses unique challenges for students with disabilities. These students have often received varying levels of support throughout high school, but are now expected to navigate the university on their own. In order to be successful at the post-secondary level, students with disabilities must be able to advocate for their needs, take on responsibility for their learning, and understand the requirements that they must meet in order to be successful in their educational endeavors.

As parents, it is important to understand the challenges that your student faces with the transition and to support them throughout the process. The best way to help your student succeed is to help him/her understand his/her disability, as well as his/her strengths, interests, and preferences. In addition, encourage your student to work closely with faculty, staff, and administrators who are here to help.



Parent's Role

- Work with your student's high school teacher and support staff to understand the transition process and the differences between services in high school and in college.
- Ensure that your student has the appropriate and required testing that a college requires to document a disability. Encourage the high school transition team to conduct updated testing prior to the student's graduation from high school.
- Learn the process for requesting accommodations on entrance exams such as the ACT and SAT. If accommodations are needed, documentation must meet the guidelines for testing services.
- Contact the admissions office of several colleges. Request information that describes the admissions process for students with disabilities and what services are offered to students with disabilities. (Note: Often, students with disabilities must meet standard admission criteria.)
- Work with your student to develop self-advocacy skills. Help him/her to articulate what his/her disability is and how it affects his/her life. A student should be able to talk about his/her strengths and difficulties in a clear manner and have an in-depth understanding of his/her needs.
- Contact the Disabilities Services office and ask what services and accommodations are available.
- Remember that it is your student's responsibility to notify the college of a disability and the need for accommodations. It is also important to note that having received services in high school does not guarantee eligibility for services in college.

The Importance of Self-Advocacy

We encourage students to become proficient at realistically assessing and understanding their weaknesses, strengths, needs, and preferences. Students who become experts at communicating this information to others, including instructors and service providers, are typically more successful.



Student Expectations

- Develop routines and structure time for success.
- Develop effective time management skills.
- Work closely with academic advisors to determine an appropriate course load.
- Know and follow attendance policies and understand the consequences of not attending class.
- Seek SDS resources and assistance to manage disabilities and coursework.