

Differences in Laws between High School and College

1. IDEA (Individuals with Disabilities Education Act) – All people needing special education services until age 21 or graduation from high school are covered. The purpose is to provide financial aid to states that provide a free and appropriate public education in the least restrictive environment to eligible students with disabilities, including special education and related services. A multidisciplinary team decides if a student meets eligibility requirements. An IEP (Individual Education Plan) is written.

2. Section 504 of the Rehabilitation Act of 1973 – All ages and grade levels are covered by this law including those in postsecondary institutions. This is a civil rights law that protects people who have disabilities in programs that receive federal financial assistance. A person is considered disabled if he/she has/had a physical or mental impairment which substantially limits a major life activity, or is regarded as having a disability. This requires provision of a free and appropriate public education to eligible students. A 504 plan is written in elementary or high school.

3. Americans With Disabilities Act of 1990 (ADA) – All ages and grade levels are covered by this law including those in postsecondary institutions. This law attempts to eliminate discrimination against individuals with disabilities. All programs in a postsecondary setting must be accessible if there isn't an undue hardship to provide them. A person is considered disabled if he/she has/had a physical or mental impairment that substantially limits a major life activity, or is regarded as having a disability.

Accommodations in High School

Accommodations are written into IEP's or 504 plans.

Accommodations/modifications are provided based upon IEP or 504 team decisions.

Teachers are informed about the accommodations required.

Most information is accessible by the (Family parents, particularly if the student is 1974). a minor.

Accommodations in Postsecondary Education

One must self-identify, provide documentation according to institutional requirements, & work with the OSD in determining accommodations.

Accommodations requested by the student are provided on an individual basis to ensure equal access to the programs and activities.

Students must request that their instructors be informed, or they must inform themselves.

Information is protected under FERPA Educational Rights and Privacy Act of

The parent or guardian is the primary advocate.

The student's time is structured by others. set
Parents and teachers will remind students of responsibilities.

Most classes are arranged for the student. Students do not have the primary responsibility for knowing what they need to graduate. Classes are small.

Teachers may approach students if they believe the students need assistance. They usually remind students of due dates and assignments.

The curriculum may be modified for students with disabilities.

The student is the primary advocate.

Students must manage their own time and priorities.

Students set their own schedules in consultation with an advisor. Classes may be large. The student has the primary responsibility for knowing what he/she needs to graduate.

Instructors are helpful, but students must request assistance. Students must keep track of due dates and assignments.

Accommodations/services may be granted up until they impact the curriculum.