



High School to College Handout

Understanding the differences between being a student who receives services under special programs in high school and being a college student with a disability requires an understanding of the federal laws that govern each institution.

From infancy to the age of 21, children with disabilities are protected under the Individuals with Disabilities Act (IDEA) of 1973. Postsecondary students are covered under the Americans with Disabilities Act (ADA) of 1990.

High School

Applicable Laws

- n I.D.E.A. (Individuals with Disabilities Education Act).
- n Section 504, Rehabilitation Act of 1973.
- n I.D.E.A. is about success in school.

Self-Advocacy

- n Student is identified by the school and is supported by parents and teachers.
- n Primary responsibility for arranging accommodations belongs to the school.
- n Teachers approach student if they believe assistance is needed.

Parental Role

- n Parent has access to student records and can participate in the accommodation process.
- n Parent advocates for student.

Instruction

- n Teachers may modify curriculum and/or alter curriculum pace of assignments.
- n Student is expected to read short assignments that are then discussed and often re-taught in class.
- n Student seldom need to read anything more than once, sometimes listening in class is enough.
- n Attendance is taken and reported.

College

Applicable Laws

- n A.D.A. (Americans with Disabilities Act of 1990, Title 11).
- n Section 504, Rehabilitation Act of 1973
- n A.D.A. is about access to what is available at college.

Self-Advocacy

- n Student must self-identify to the Office of Disability Services.
- n Professors are open and helpful, but most expect student to initiate contact if assistance is needed.
- n Primary responsibility for self-advocacy and arranging accommodations belongs to the student.

Parental Role

- n Parent does not have access to student records without student's written consent.
- n Student advocates for self.

Instruction

- n Professors are not required to modify, design or alter assignment deadlines.
- n Student is assigned substantial amounts of reading and writing which may not be directly addressed in class.
- n Student needs to review class notes, text and material regularly.
- n Should attendance be taken a student can be dropped for missing too many classes.

High School

Grades and tests

- n I.E.P. or 504 Plan may include modifications to test format and/or grading.
- n Testing is frequent and covers small amounts of material.
- n Makeup tests are often available.
- n Teachers often take time to remind student of assignments and due dates.

Student Responsibilities

- n Tutoring and study support may be a service provided as part of an I.E.P. or 504 plans.
- n Tutoring is provided by specially trained teachers or staff.
- n Student time and assignments are structured by others.
- n Student may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.
- n Personal care services (assistance with getting to class, etc.) are required.

Required Documentation

- n I.E.P. (Individualized education Plan) and/or 504 Plan.
- n School provides evaluation at no cost.
- n Documentation focuses on determining whether a student is eligible for services based on specific disability categories in I.D.E.A.

For More Information

Office of Disability Services
Student and Community Service Center
801 Campus Drive
Garden City, KS 67846

Kari Adams

Coordinator of Accommodations

Email: kari.adams@gcccks.edu

College

Grades and Tests

- n Grading and test format change (i.e. multiple-choice vs essay) are generally not available.
- n Testing is usually infrequent and may be cumulative, covering large amounts of material.
- n Make up test are seldom an option; if they are, student needs to request them.
- n Professors expect student to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of student, when it is due, and how student will be graded.

Student Responsibilities

- n Tutoring DOES NOT fall under Disability Services. Students with disabilities must seek out tutoring resources as they are available to all students. (ex: A.C.E.S. Tutoring Center)
- n Tutoring is provided by peers rather than teachers who are trained in special methods.
- n Student manages their time and completes assignments independently.
- n Student needs to study at least 2 to 3 hours outside of class.
- n If personal care services are necessary, the student needs to arrange them.

Required Documentation

- n High School I.E.P. and 504 are not always sufficient documentation.
- n Documentation guidelines specify information needed for each category of disability.
- n Students must get evaluation at own expense.
- n Documentation must provide information on specific functional limitations and demonstrate the need for specific accommodations.



For an appointment call:

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Office Hours:

Monday-Friday, 8 a.m. to 5 p.m.