

CENTRAL GEORGIA TECHNICAL COLLEGE

High School vs. College for Students with Disabilities

HIGH SCHOOL	COLLEGE
Applicable Laws	
IDEA (Individuals with Disabilities Education Act)	ADA (Americans with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
IDEA ensures success; students entitled to services	ADA ensures equal access; protects from discrimination
Disability Definition	
Students ages 3-21 years that are determined, by a multi-disciplinary team, to classify in one or more of 13 predetermined disability categories	A physical or mental impairment that substantially limits one or more major life activities or has a record of such impairment or is regarded as having such an impairment
Legal Requirements	
Provide free and appropriate education and any special and supportive services needed by the student.	Do not discriminate on the basis of disability and provide reasonable accommodations to otherwise qualified student that ensure equal access to the academic environment while not compromising essential components of curriculum.
Eligibility Determination	
Schools identify students, provide psycho-educational testing and determine needed services based on the findings of the evaluation.	Students contact the school for documentation guidelines and provide the school with necessary documentation no more than 3 years old. Updated evaluations are the financial responsibility of the student.
Specialized Plans	
Schools must engage students in developing and following an Individual Education Plan outlining the plan for the student to progress satisfactorily.	Specialized plans are not developed. Accommodations are identified and communicated to faculty members at student request. Students choose whether they utilize accommodations or not.
Required Documentation	
IEP (Individualized Education Plan) and/or 504 Plan	Documentation guidelines specify information needed for each category (IEP/504 Plan alone is insufficient)
School provides evaluation at no cost to student	Student must obtain evaluation at own expense
School retests over time	Additional accommodations and/or a change in the impact of the disability may warrant additional documentation
Self-Advocacy	
Student is identified by the school and is supported by parents and teachers	Student must self-identify to the Disability Support Services department
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and requesting accommodations belongs to the student
Teachers approach the student if they believe assistance is needed	Instructors are usually open and helpful, but most expect students to initiate contact if assistance is needed
Parental Involvement	
Parent has access to student records and are required to participate in the IEP process	Under FERPA and HIPAA laws parents are prohibited from accessing student records without student's written consent
Parent advocates for student	Student advocates for self