



Transitioning from High School to College

Differences in Policies and Procedures	
High School	College
Follows the Individuals with Disabilities Education Improvement Act (IDEIA) which requires schools to provide FAPE to students with a disability, and Section 504 of the Rehabilitation Act of 1973.	Follow The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. These guide college-level accommodation policies with an aim toward access for “otherwise qualified” students based on the colleges’ admission criteria.
The LEA is responsible for identifying student disabilities, determining services, modifying work, and implementing accommodations.	The student must initiate their request for assistance and provide the documentation to support it.
School personnel will discuss student information with parents or legal guardians.	The student is considered an adult with protections related to confidentiality and privacy. Staff cannot talk with parents or legal guardians.
The school coordinates and delivers all services and monitors progress.	The college must provide reasonable accommodations for students who qualify.
Teachers and parents develop an IEP or 504 Plan and arrange services, modifications, and assistance for the student.	The student must initiate a request for accommodations and follow the process to receive them.

Differences in Parent’s or Legal Guardian’s Role	
High School	College
Parents. Teachers remind students to complete homework and study for tests.	Students work independently to create a daily schedule that includes study and homework time.
Parents communicate routinely with teachers and can monitor student progress.	Parents have no contact with instructors, and students must give written consent for the parent to access student grades and progress.
Parents and teachers work together to guide and support the student.	Students self-advocate, articulate their own needs, and pursue resources on campus for assistance.



Differences in Accommodations/Courses	
High School	College
Goal is to promote SUCCESS	Goal is to promote ACCESS
Modifications to instruction and curriculum are provided to ensure student success.	Reasonable accommodations are provided to ensure equal student access. The essential elements of the course are not modified.
High School provides a schedule and structured school days.	College has more free, unstructured time; classes do not meet daily, and there is more homework.
Teachers will reach out to students who are struggling.	Students must ask for help when needed.
Teachers will provide students with makeup work when they are absent.	Students must approach their instructors for the information missed when absent
Teachers may modify tests and assignments or even alter the pace of instruction.	There are no modifications to the essential academic requirements of classes, tests, or the curriculum
Tutoring and academic support may be part of the student's IEP or 504 plan.	Tutoring and academic support are not accommodations. The student must make appointments and utilize available educational support services.

Attribution: *The Advocacy Consortium* and Learning Disabilities Association of America.