**Transition from high school to college can be difficult for a person with a disability. Will you need accommodations in a postsecondary institution? Can you tell other people about your disability? Here is some information to help you prepare for college.**

**Self-Advocacy**

* You need to be able to explain your disability and how it impacts your life.
* You need to be able to request reasonable accommodations.

**Documentation You May Need**

* In order to request accommodations at a postsecondary institution, you need to provide information (known as documentation) which identifies your disability and how it impacts your life.
* Each institution has the right to determine its own documentation requirements and to make recommendations for reasonable accommodations.
* Documentation needed may vary by disability and by postsecondary institution but may include documents such as your high school Eligibility Report, your IEP or 504 Plan, your Summary of Performance, medical or mental health professional reports, and a psycho-educational evaluation.

**Process to Request Accommodations**

* Idaho has developed the Moving On binder to help you transition from high school to adult life. Use your Moving On binder to organize your documentation for college. Ask your high school teacher or case manager for information on obtaining a binder, if you don’t already have one.
* To identify the type of documentation you will need, contact the Disability Services office on the college campus you want to attend.
* Register for classes and then meet again with the Disability Services office to discuss your specific needs. Don’t forget to take your Moving On binder to the meeting.
* Remember that accommodations sometimes take several weeks to prepare and typically are not retroactive. **Plan ahead!**

**Resources**

* The Idaho Moving On binder: <http://idahotc.com/secondary-transition/Documents.aspx#2155193-moving-on-binder>
* For parents and youth - *Students With Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities.*  This booklet , published by the U.S. Department of Education Office for Civil Rights, is available online at <http://edpubs.gov> or by calling 1-877-433-7827:
* For educators - *Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators* (also available from the website listed above).

**Good luck and have fun!**

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**High School and College for Students with Disabilities:** **Key Differences**

|  |  |
| --- | --- |
| **High School** | **College** |
| **Applicable Laws** | |
| Individuals with Disabilities Education Improvement Act (IDEIA) of 2007 Section 504, Rehabilitation Act of 1973  IDEA is about ***success*** in school | Americans with Disabilities Act of 1990, Title II (ADA.) as amended ADAAA  Section 504, Rehabilitation Act of 1973 & ADA are about ***access*** to facilities, programs, and services |
| **Required Documentation** | |
| Individual Education Program (IEP), 504 Plan, and Summary of Performance (SOP)  School provides evaluation at no cost  Documentation focuses on determining if student is eligible for services under IDEA | High school IEP and 504 Plans may not be sufficient. Documentation guidelines specify information needed for documentation  Students must get evaluation often at their own expense  Documentation must provide information on specific functional limitations and demonstrate the need for specific services or accommodations |
| **Self-Advocacy** | |
| School staff identify the student as having a disability  School staff have responsibility for arranging accommodations  Teachers approach you if they believe you need help and might have a disability | Student must self-identify to Disability Support Services staff  Student has responsibility for arranging accommodations  Professors can be open and helpful, but most expect students to initiate contact at the start of the semester |
| **Parental Role** | |
| Parent has access to student records and can participate in the accommodation process  Parent advocates for the student | Parent does not have access to student records and cannot represent the student without student’s written consent  Students advocate for themselves |
| **Instruction** | |
| Teachers modify curriculum and alter assignments as outlined in the IEP  Students are expected to read short assignments that are discussed in class  Students may need to read assignments more than once, often listening in class is enough | Professors are not required to modify design or alter assignment deadlines  Students are assigned substantial amounts of reading and writing which may not be directly addressed in class  Students need to regularly review class notes and text material |
| **Grades and Tests** | |
| IEP or 504 Plan may include modifications to test format or grading  Testing is frequent covering small amounts of material  Makeup tests are usually available  Teachers often take time to remind students of assignments and due dates | Grading and test format changes (e.g. multiple choice vs. essay) are generally not available. Accommodations in HOW tests are given (e.g. extended time, test proctors) available when supported by disability documentation  Testing is generally periodic and may be cumulative, covering large amounts of info  Makeup tests are seldom an option; if they are, students are responsible for requesting them  Professors expect students to read, save, and consult the course syllabus that describes course expectations, assignments and grading scale |
| **Responsibilities for Studying** | |
| Tutoring and study support may be a service provided as part of an IEP or 504 Plan  School staff often structure students’ time and expected assignments  Students may study outside of class for as little as 0 to 2 hours a week and this may be mostly last-minute test preparation | Students with disabilities may use tutoring resources available to all students  Students structure their own time and assignments  Students usually need to study at least 2 to 3 hours for each hour in class |