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Differences between High School and College Disability Services

High School	College
The applicable laws are the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.	The applicable laws are the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.
IDEA is about success.	The ADA is about access.
Education is a right and must be provided in an appropriate environment to all individuals.	Education is not a right – students must meet certain admission criteria.
The school district is responsible for identifying a student's disability.	Students must self-identify their disability to the university by registering with the Disability Resource Center (DRC).
Public school districts provide free psychoeducational evaluations.	Students must obtain all evaluations at their own expense from community providers.
The school district develops Individualized Education Plans (IEPs) and 504 plans to define educational services.	Universities do not develop or follow IEP or 504 plans, and these are not always sufficient documentation when requesting services.
Documentation focuses on determining eligibility for services based on specific disability categories in IDEA.	Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations.
Primary responsibility for arranging accommodations and modifications belongs to the school.	Primary responsibility for self-advocacy and arranging accommodations belongs to the students (who may seek assistance from the DRC).
Personal services for medical and physical disabilities are provided by the public school system	No personal services are provided. Student is responsible for advertising, hiring, and paying for such services.

High School	College
Parents have access to student records and can participate in the IEP and 504 plan processes.	Parents do not have access to student records without student's written consent.
Parents advocate for students.	Students must advocate for themselves.
Special education case managers or other staff manage accommodations and modifications for students.	The student must make arrangements to utilize accommodations.
A main office exists as the center of activity for the building.	Students are responsible for knowing where to go to obtain information and assistance.
Students are identified as special education students and may be served separately from other students.	There are no special education classes; the role of the DRC is to accommodate students at the college level.
Teachers are provided information about students' disability by school psychologists, special education case managers, or other staff members.	University faculty are provided information about students' disabilities by the student.
Fundamental modifications of programs and curricula are required.	Fundamental modifications of programs and curricula are not required.
Tutoring and study support may be a service provided as part of an IEP or 504 plan	Tutoring does not fall under Disability Resources. Students with disabilities must seek out tutoring resources as they are available to all students.
Students have daily contact with teachers.	Classes meet less frequently and students are responsible for initiating contact with instructors to request additional assistance.
Parents and teachers often remind students of their responsibilities and give regular guidance in setting priorities.	Students must balance their own responsibilities and set priorities. Faculty, advisors and other staff are available from which to request support and guidance.

Adapted from Institute for Community Inclusion; modified for application by Salisbury University, 2017

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