Disability Academy Module 14

High School to College

Transcript

# Slide 1

Disability Academy Module 14 Transitioning from high school to college

The first thing students need to know are the differences between high school and college as they make the transition

# Slide 2

Law Differences

Both K-12 and College must adhere to Section 504 of the Rehabilitation Act of 1973

However, K-12 follow IDEA, Individuals with Disabilities Education Act, which is about success

Colleges follow the ADA, Americans with Disabilities Act, which is about access

# Slide 3

Documentation

High schools have IEPs, individualized education plans, they also have 504 plans. Although these are helpful to see what modifications and accommodations they received, these are not adequate documentation

College documentation have guidelines that specify information needed for each category of disability

In high school they provide evaluations at no cost to the students, whereas in college the student is responsible for obtaining and paying for an evaluation

Documentation in the high school setting focuses on determining whether the student is eligible based on categories in the IDEA

College documentation must have information on specific function and demonstrate the need for specific accommodations

# Slide 4

Self-Advocacy

A high school student is identified by school and supported by parents and teachers

In college the student must self-identify

In high school the primary responsibility for arranging accommodations belong to the school, whereas in college the student is responsible for self-advocating and arranging accommodations

Teachers in the high school setting approach students when they think they may need assistance

Instructors and professors are usually open and helpful, but expect students to initiate contact when they need help

# Slide 5

Parental Role

High schooler parents have access to student records and participate in the accommodation process as well as advocates for the student

In college the parent does not have access to the student records without written consent and the student must advocate for themselves

# Slide 6

Instruction in high school the teacher can modify their curriculum, alter pace of assignments, read shorter passages, can be re-taught in class, and seldom need to read anything more than once

In college, instructors are not required to modify curriculum or alter assignment deadlines, students must read a substantial amount and they must review material regularly

# Slide 7

Grades and tests in high school may include modifications on test format or grading, in college accommodations are on how the tests are given, not changing the format

High school tests are often frequent and cover less material, whereas college testing is usually infrequent and cover substantial amounts of material

Make up tests are often available in high school, but not necessarily at the college level

Teachers remind high school students of assignments and due dates, at the college the students are responsible for keeping up with their grades and due dates

# Slide 8

Study responsibilities

Tutoring and study support may be provided to high school students as part of their IEP or 504 plans; tutoring at college does not fall under Disability Services and students need to seek out tutoring resources available to all students

Students time and assignments are structured by others in the high school, in college students must manage their own time and complete assignments independently

High school students may study outside of class as little as 0 to 2 hours a week; whereas, college students need 2 to 3 hours for each hour in class

# Slide 9

Transition Preparation

To prepare for transition to college students should

* Attend and be involved in all IEP/504 meetings
* Begin discussing the transition process
* Discuss their plans and goals with their parents
* Search websites for colleges, etc.

Parents should

* Be involved with their son/daughter’s IEP or 504 process
* They should discuss career goals and college plans with their son/daughter
* Research postsecondary schools
* Look for Referral options to agencies who offer disability and vocational services

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Career and College Promise

This process is slightly different since they are still a minor but viewed as an adult in the college class

# Slide 11

Example of an MOU

***Disability Services:*** *College name* is committed to providing reasonable accommodations to students who qualify for services under the ADA and Section 504. *County High School* students with a disability who have received modifications in high school must notify the school counselor and have their parent/guardian sign the letter provided if they are interested in receiving accommodations in a college class. Disclosing a disability to a teacher is not the same as formally requesting accommodations with *College Name* through the *Disability Services Office*, and instructors may not provide accommodations until eligibility is verified through *Disability* *Services.* Every situation is different, so decisions will be made based upon the Request for Accommodation form and the documentation provided. Once a student returns the letter then information will be sent to the *Director of Disability Services* for review. Once accommodations are determined by the director, an accommodation letter will be sent to the school counselor at each high school. The school counselor will ensure that the accommodation letters will get to the appropriate instructors. Each semester, the director will send out new accommodation letters to the school counselors if the student continues to enroll in WCC courses. Students who have any concerns or issues should contact the *Director of Disability Services* as soon as possible.

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CCP Process example

* A list of all students taking Career and College Promise Courses for *County Schools* will be provided to the EC Program Specialist for *County Schools* by *CCP Director.* This list needs to be made available to him/her within ***3 days*** of rosters being set.
* EC Program Specialist will then review the list to determine which students are identified as having a disability.
* EC Program Specialist will go to each high school to meet with the EC case manager and student to discuss the procedures for requesting accommodations. At that time, EC Program Specialist will provide a letter from *County Schools Exceptional Children’s Department* outlining the requirements to request accommodations. The request for accommodation form from *College Name* will also be provided at this meeting.
* Students will be asked to turn the forms in ***within one week*** of EC Program Specialist meeting with them.
* Once all forms are gathered, the Exceptional Children’s Department will collect the necessary information for *College Name*.
* All information will be provided to *Director or title of person at College Name* ***within one week*** of receiving the forms.
* *Director* will review documentation, create accommodation letters and send them to the EC counselors at each high school to deliver to students and/or instructors.

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This is an example of a letter that goes home to parents if a student has an IEP or 504 Plan which is sent out by the high school

# Slide 14

The Interactive Process

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* The interactive process involves the student and the Disability Services provider engaging in a conversation to:
	+ understand the diagnosis or medical condition
	+ discuss the functional limitation and the impact on a major life activity or bodily function
	+ discuss academic accommodations and/or services for which the student is eligible
	+ complete and sign accommodation letter or form
* The interactive process applies to all programs and services sponsored by the post-secondary institution.
* Students in curriculum, continuing education and literacy engage in the interactive process.

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Preparation for the interactive process

Understanding Your Disability

Make sure documentation/assessment are current

Be prepared to explain your diagnosis

Understand your strengths and barriers

Understand how the diagnosis/medical condition impacts a major life activity or bodily function

Make a copy of your documentation to keep in your records

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Preparation for the interactive process continued

A student should be able to do the following when they meet with disability services:

* Describe, out loud, their own disability or medical condition
* Have copies of all test results related to the diagnosis of their disability and a recent complete diagnostic evaluation report
* Understand and can discuss the content of the reports concerning their disability history and diagnosis.

They also should be aware that most postsecondary schools do not have “resource rooms,” classroom assignments adapted only for students with disabilities, or reduced program standards and requirements

Students also should feel they have the skills or will get help to learn the skills about time management, notetaking, listening, test-taking strategies and library use

# Slide 18

Preparation for the interactive process continued

Self-advocacy skills

* Know your rights
* Be prepared to explain the impact of your disability or medical condition in the academic and non-academic environments
* Be Comfortable talking about your disability or medical condition
* Be prepared to communicate with your instructors
* Recognize when you need additional help

# Slide 19

Preparation for the Interactive process continued

Understanding your specific accommodation needs

* Know what accommodations have worked in the past and which were not a success and why
* Explore a variety of accommodations that might be available
* Be familiar with assistive technology

# Slide 20

Transition information

Alamance Community College website links how to register with Disability Services and Frequently asked questions

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This concludes Module 14 High School to College