

Significant Differences in Disability Services Between High School and College

	High Schools	Colleges/Universities	Beloit College
Applicable Laws	<p><i>Individuals with Disabilities Education Act (IDEA)</i></p> <p>Section 504, <i>Rehabilitation Act of 1973</i></p>	<p><i>Title II of the Americans with Disabilities Act (ADA), ADA Amendment Act 2008</i></p> <p>Section 504</p> <p><i>FERPA (Family Educational Rights and Privacy Act)</i></p>	<p>All of the information in the College section is applicable; below are additional pieces of information.</p> <p>Beloit College Privacy Policy (see Student Handbook)</p>
Goal	Enable student success	Provide equal access	Disability Services provides equal access; student success services available for all students
Required Documentation	<p><i>Individual Education Plan (IEP)</i></p> <p>Section 504 plan</p> <p>School provides evaluation at no cost to student.</p> <p>School conducts triennial evaluation.</p>	<p><i>IEP and 504s are not applicable. Original documentation required from licensed professional; report must include diagnosis, testing results, and functional limitations. Testing must be current.</i></p> <p>Student must get evaluation at own expense.</p> <p>Student is not required to be re-tested after initial documentation approved.</p>	<p>Documentation must meet Association on Higher Education and Disability (AHEAD) standards (http://www.ahead.org).</p> <p>IEPs and 504s from high school may be used as additional information.</p> <p>Written permission from the student must be granted for disability services office to speak with documentation provider.</p>
Parental Role	<p>School is required to include parents in process.</p> <p>Parents have access to student records.</p> <p>Parents advocate for student.</p>	<p>College officials are precluded from including parents once student is enrolled (regardless of age).</p> <p>Parents do not have access to educational, disability or health-related records unless student provides written consent.</p> <p>Students advocate for themselves.</p>	<p>Parents are urged to prepare their student for college by having the student self-identify, ask questions, and obtain information during the admission and enrollment process.</p> <p>Once enrolled, parents do not have access to any information about their student unless it is an emergency (or written consent has been provided).</p>

<p>Student Role</p>	<p>Student is identified and supported by parents/teachers.</p> <p>Implementing accommodations is school's responsibility.</p>	<p>Student must <i>self-identify</i> to the disabilities services (or other designated) office (even if parents contact the office first).</p> <p>Implementing accommodations is the student's responsibility.</p>	<p>Student chooses whether or not to self-identify and/or use services.</p> <p>Once student comes forward, the Learning Enrichment and Disability Services office will explain policies, procedures, and philosophy to student.</p>
<p>Teachers/ Professors</p>	<p>Modifications to curriculum and/or changes to the pace of assignments may be made. (Not for college credit classes, however.)</p> <p>Multi-sensory approaches used.</p> <p>Frequent testing, and graded assignments used.</p> <p>Attendance taken and reported.</p>	<p>Modifications to curriculum are not required. Modifying essential components of courses and/or curriculum is not an option.</p> <p>Multi-sensory approaches may or may not be used. The frequency of tests and assignments varies.</p> <p>Attendance may or may not be taken; student is responsible for attending class.</p>	<p>The College is writing intensive and rarely has exams where multiple choice Scantron or bubble sheets are used.</p> <p>Group work is a frequent expectation.</p> <p>Classroom attendance is considered an essential component of the College curriculum. Students that miss class frequently, regardless of the reason, may encounter situations where faculty will not take the late work and may fail the student for lack of participation.</p>
<p>Grades</p>	<p>Grades may be modified based on curriculum.</p>	<p>Grades reflect quality of work submitted.</p>	<p>Grades determined by each course instructor and are usually stated in the syllabus. As stated above, attendance and participation are often components of the grade.</p>
<p>Process</p>		<p>Once a student (or parent of a prospective student) discloses a disability to a faculty or staff member (excluding Health and Counseling Services), the information is to be communicated to Disability Services (or the faculty-staff member encourages the student to contact the office).</p>	<p>If the Director receives information regarding a disability from any source, the Director then tries to contact the student to let the student know of available resources.</p>