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FLORIDA STATE UNIVERSITY

Office of Accessibility Services

Differences in High School and College Services

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Accessibility Specialist

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# IDEA, ADA and Section 504

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| **High School** | **College** |
| Individuals with Disabilities Education Act (IDEA) | IDEA is not applicable. |
| Americans with Disabilities Act (ADA) | Americans with Disabilities Act (ADA) |
| Section 504 of the Rehabilitation Act | Section 504 of the Rehabilitation Act |
| All children with a disability until they graduate from high school or turn 22 (whichever comes first) | Everyone with a disability, provided they are “otherwise qualified” to attend school |
| Focus on success | Focus on access |

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# Evaluation and Documentation

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| **High School** | **College** |
| School is legally responsible for the identification of students with disabilities. | Student self-identifies as a student with [disabilities to the Office of Accessibility](https://dsst.fsu.edu/oas) Services (OAS). |
| School is legally responsible for evaluation of the student’s disabilities. | Student must provide [documentation](https://dsst.fsu.edu/oas/students/applying-for-services/documentation-guidelines) of a disability from a licensed provider to the OAS. Evaluation for a disability is the student’s responsibility. |

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# Determination of Accommodations

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| **High School** | **College** |
| An Individualized Education Plan (IEP) or 504 Plan is written by a Special Education Team. | The student must [apply](https://dsst.fsu.edu/oas/students/applying-for-services) for accommodations through the OAS. |
| The IEP or 504 Plan is implemented by the classroom teacher, Special Education Teacher and support staff. | The student and Accessibility Specialist engage in the interactive process to determine the appropriate accommodations. |
|  | The student is responsible for [requesting](https://whitney.accessiblelearning.com/FSU) use of their approved accommodations in their classes. |
|  | The student is responsible for discussing the implementation of their accommodations with their instructors who will then implement them in the classroom. |

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# Differences in Accommodations

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| **High School** | **College** |
| Determined by IEP or 504 Plan | Determined through documentation and interactive process |
| Modifications may be made to curriculum or course content. | Modifications that substantially impact course objectives or program requirements may not be made. |
| Individually designed instruction may be included in the IEP or 504 Plan. | Reasonable accommodations are given to ensure equal access. |

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# Assistive Technology Provisions

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| **High School** | **College** |
| The school may provide personalized devices. | The college provides assistive technologies related to classroom access and participation. |
| An example is a wheelchair for a student with mobility impairments. | A textbook is converted to PDF format for use with assistive software. |

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# Classroom and Coursework Considerations

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| **High School** | **College** |
| Attendance is mandatory, and parent is responsible for ensuring student’s presence. | Student is responsible for adhering to the attendance policies outlined in the course syllabus. |
| School staff and parents structure the student’s time. | Student manages their time. |
| School staff and parents provide reminders for student regarding assignments and due dates. | Student is responsible for planning and organizing assignments and ensuring due dates are met. |
| Teachers and parents may approach students if they help if perceive the student needs help. | Student is responsible for reaching out for needed. |
| Classroom instruction often re-teaches textbook content. | Course instruction often expands upon textbook content. |

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# Parent or Legal Guardian’s Role

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| **High School** | **College** |
| Parent or legal guardian actively participates in the identification and evaluation processes. | Under the Family Educational Rights and Privacy Act (FERPA), once a student is enrolled in a postsecondary institution, the student maintains their educational rights. |
| Parent or legal guardian has access to the  student’s educational records. | The student must give their written consent for their parent to access their records. |
| Parent or legal guardian advocates for the student. | The student advocates for self. |

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# FAQ: Do I have to disclose my diagnosis?

• No.

• However, if you choose not to disclose your diagnosis:

- The college is not responsible for providing accommodations.

- You cannot file a grievance or claim discrimination.

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# FAQ: Can my request for accommodations be denied?

• Yes.

• Your accommodation request can be denied in college if the accommodation request is:

- Personal in nature (e.g. personal care attendant)

- Places an excessive financial or administrative burden on the institution

- Changes the nature of the program or curriculum

- Is not supported by documentation from a licensed provider

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# FAQ: Will I get the same accommodations I received in college that I received in high school?

• Possibly.

- Some accommodations remain the same from high school to college (e.g. extended time on exams). Other accommodations are not provided on the college level (e.g. tutoring).

- Documentation must directly link the student’s diagnosis to the requested accommodation.

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# FAQ: Will I lose my accommodations if I do not use them?

• No.

• However, if you choose not to use your accommodations, you cannot:

- apply them retroactively

- file a grievance or claim discrimination

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# FAQ: Do I have to disclose my diagnosis to my professors?

• No.

• Your diagnosis is confidential information.

• The OAS will not disclose it to anyone outside of our office, and you do not have to disclose it to anyone outside of our office either.

• You can disclose your diagnosis to your professors if you would like, but it is not required.

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# Success Tips

• Submit your application and documentation and schedule an intake appointment as soon as possible.

• Make your accommodation requests at the start of each semester.

• Communicate early with your professors about your accommodations.

• If there is a problem or you have a concern, ask for help as soon as possible.

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# Questions

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# OAS Contact Information

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