



FLORIDA STATE
UNIVERSITY

Office of Accessibility Services

Differences in High School and College Services

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IDEA, ADA and Section 504

High School

Individuals with Disabilities Education Act (IDEA)

Americans with Disabilities Act (ADA)

Section 504 of the Rehabilitation Act

All children with a disability until they graduate from high school or turn 22 (whichever comes first)

Focus on **success**

College

IDEA is not applicable.

Americans with Disabilities Act (ADA)

Section 504 of the Rehabilitation Act

Everyone with a disability, provided they are “*otherwise qualified*” to attend school

Focus on **access**



Evaluation and Documentation

High School

School is legally responsible for the *identification* of students with disabilities.

School is legally responsible for *evaluation* of the student's disabilities.

College

Student *self-identifies* as a student with disabilities to the [Office of Accessibility Services](#) (OAS).

Student must provide [documentation](#) of a disability from a licensed provider to the OAS. Evaluation for a disability is the student's responsibility.



Determination of Accommodations

High School	College
An Individualized Education Plan (IEP) or 504 Plan is <i>written</i> by a Special Education Team.	The student must apply for accommodations through the OAS.
The IEP or 504 Plan is <i>implemented</i> by the classroom teacher, Special Education Teacher and support staff.	The student and Accessibility Specialist engage in the <i>interactive process</i> to determine the appropriate accommodations.
	The student is responsible for requesting 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.



Differences in Accommodations

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.



Assistive Technology Provisions

High School

The school may provide *personalized* devices.

An example is a wheelchair for a student with mobility impairments.

College

The college provides assistive technologies related to classroom access and participation.

A textbook is converted to PDF format for use with assistive software.



Classroom and Coursework Considerations

High School

Attendance is mandatory, and parent is responsible for ensuring student's presence.

School staff and parents structure the student's time.

School staff and parents provide reminders for student regarding assignments and due dates.

Teachers and parents may approach students if they perceive the student needs help.

Classroom instruction often re-teaches textbook content.

College

Student is responsible for adhering to the attendance policies outlined in the course syllabus.

Student manages their time.

Student is responsible for planning and organizing assignments and ensuring due dates are met.

Student is responsible for reaching out for help if needed.

Course instruction often expands upon textbook content.



Parent or Legal Guardian's Role

High School

Parent or legal guardian actively participates in the identification and evaluation processes.

Parent or legal guardian has access to the student's educational records.

Parent or legal guardian advocates for the student.

College

Under the Family Educational Rights and Privacy Act (FERPA), once a student is enrolled in a postsecondary institution, the student maintains their educational rights.

The student must give their written consent for their parent to access their records.

The student advocates for self.



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.



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



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.



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



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.



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*.



Questions





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