

## Differences Between Secondary and Postsecondary Accommodations

High School	College
Focus is to promote <i>SUCCESS</i>	Focus is to provide <i>ACCESS</i>
The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act are implemented at the secondary school level with an aim toward <i>success</i> for all students entitled to a Free and Appropriate Education (FAPE) at their Local Education Agency (LEA).	The Americans with Disabilities Act (ADA) as well as Section 504 of the Rehabilitation Act guides college-level accommodation policy with an aim toward <i>access</i> for “otherwise qualified” students based on the colleges’ admission criteria.
Modification of instruction and curriculum are commonly provided in response to student learning needs.	Through an interactive interview process, reasonable accommodations are identified to ensure equal access and participation. Students are responsible for meeting the standards of the course, and essential elements of the course objectives are not modified.
The LEA is responsible for identifying a student’s disability, determining eligibility for services and implementing appropriate accommodations.	Students identify their request for services to the disability office, and provide documentation that verifies eligibility for accommodations specific to a functional limitation.
Cost of evaluations are borne by the LEA.	Cost of evaluations are borne by the student.
Individual Education Plans or 504 Plans are created to guide the student’s instruction and mandate services.	Higher education institutions do not develop comparable individual education plans.
Teachers and parents arrange services and assistance for the student.	Students must initiate request for services and arrange required accommodations.
School-based services based on demonstrated need are put in place to promote <i>success</i> , such as: <ul style="list-style-type: none"> <li>• Special education classes</li> <li>• Co-teaching and resource room</li> <li>• Teaching assistants or personal aides</li> <li>• Speech therapy/OT/PT providers</li> <li>• Extended time exams</li> </ul>	College accommodations are intended to mitigate the impact of disability based on eligibility to ensure <i>access</i> , such as: <ul style="list-style-type: none"> <li>• Alternative testing arrangements</li> <li>• Assistive technology/software</li> <li>• Alternative formats</li> <li>• Communication access services</li> </ul>

Personal aide services are arranged and provided by school district.	College is not responsible for personal aide services
Teachers and parents remind students to complete homework, help in exam preparation, and aid with time management.	Students independently plan homework and create reading and study schedules.
High school provides a highly regimented, closely monitored schedule with homework assigned at regular intervals.	College schedule has more free, unstructured time; classes meet less frequently, more difficult homework, and heavy reading load.
Parents communicate routinely with teachers, and can easily monitor student academic progress.	Parents have no contact with instructors, and written consent is required to access student progress.
Parents and teachers guide and intervene on the student's behalf, recommending strategies and supports.	Students need to self-advocate, articulate their needs for services and accommodations proactively, and pursue resources on campus for assistance.

Attribution: *The Advocacy Consortium and [Learning Disabilities Association of America](#)*