

ACCELERATE YOUR LEARNING

# DISABILITY SERVICES

**Differences between high school  
and college-level services.**

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WESTERN  
DAKOTA  
TECH

<b>Issue</b>	<b>High School</b>	<b>College</b>
<b>Eligibility Determination</b>	Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973	Section 504 and Americans with Disabilities Act (ADA); IDEA no longer applies at college level.
<b>Basis for Accommodation Plans</b>	IEPs or 504 Plans	IEPs and 504 Plans are not valid at the college level. Accommodations in college may vary from those provided by IEP or 504 Plan. Accommodations provided by one college may not match exactly those granted by another college.
<b>Responsibility for Determination and Provision of Accommodations</b>	School	Student must self-disclose and register their disability, make request for accommodations, submit all required documentation, and meet with Disability Service Coordinator.
<b>Forms of Instruction</b>	Individually designed instruction is possible. Focus is on accommodations which foster student success in classrooms.	Reasonable accommodations are made to provide equal access to learning. Personal accommodations (private tutoring, remedial classes) are not required.
<b>Coordination of Accommodations</b>	Teachers and administrators	Students are responsible for disclosing to disability service and coordinating using accommodations with instructors.
<b>Progress Towards Goals</b>	Monitored by teachers and administration; communicated to students and parents.	Students monitor their own progress. A college may not, by law, contact parents about a student's academic performance unless the student gives the college permission to do so. Parents wishing to know how their student is doing must ask the student directly or get the student to give permission to the college to release such information.
<b>Advocating for Student</b>	Usually done by parents.	Communication is the responsibility of the student. Students should communicate with Disability Services, parents, and instructors. Release of information form is required for Disability Services to speak to parents.
<b>Accommodation Arrangements</b>	IEP or 504 Plan makes it the school's responsibility to arrange for the student to receive accommodations.	Once approved, the student must request his or her accommodations in each instance that they are needed. For example, for testing accommodations, the student must provide the Disability Services Office with the dates and times of exams and may be required to have more participation in the arrangements for such accommodations.
<b>Accommodation Objectives</b>	Accommodations and services are usually designed to maximize a student's potential.	Accommodations are granted to create a 'level playing field,' rather than to help a student reach his or her greatest potential. Often, certain accommodation requests are rejected on the basis that they go beyond the scope of this goal.

Adapted from the Disability Accommodation Success Strategies from Southern Methodist University.