

BETWEEN THE LINES

A guide for high school
students heading towards
college.

Presented by:

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Welcome to College!

You're settled in high school and things are going great. But now it's close to graduation and things are about to change. But don't worry! We are here to help!

The Law

*Black River Technical College and all other colleges comply both with the law and the spirit of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

What's the big deal? What's the difference?

High schools and colleges work in very separate and different ways. While one can make modifications and accommodations the other can only make accommodations. High schools use the law titled "IDEA" where faculty, staff, and parents refer the student to boards. Colleges use the Section 504 Title II where the student must self-identify. So what does all this mean?

IDEA Act	Section 504 and Title II
Faculty, Staff, Teachers and Parents can refer the student to a board for evaluation	The student must seek out assistance. The parents are not referred too.
School gives the student testing	Student does all testing for their disability on their own.
Some else explains to your teachers what to do to assist you.	You are responsible for notifying all your teachers of the accommodations.
Under IDEA the school has more to do to assist you.	Under Section 504 the only accommodations that are to be made are to "level" the playing field for you.
Modifications as well as accommodations can be made.	Only accommodations can be made. No modifications or anything against law or curriculum can be done.
Your parents can have input and have all information.	You are in charge. Due to FERPA your parents are not allowed to any information without your written permissions and proper paperwork.

Accommodations? Modification? What's the difference?

Accommodations are services that are provided to the student that assists that student and aids them in their educational journey. No changes to the classroom, classroom structure, coursework, or curriculum are allowed. Modifications, are when changes are made even when they are small. Modifications are not allowed at the post-secondary or college levels.

TIME MANAGEMENT

While in high school you had teachers, parents, faculty, principals, and many more pushing you along. If you didn't attend, then you just made up the work the next day. No biggie right?

Unfortunately, it's not that easy in college. You must attend class and make the grades to pass. If you don't make the grade or do the work then you can't progress. We **WANT** you to succeed. It's our mission to make you aware of your progress. All of our teachers are committed to bringing you the best quality education we can offer. BUT it's up to **YOU** to do the leg work!

Time Management is a **BIG** part of your success in college. You must be able to juggle home, life, friends, family, and your school work all at the same time. Your parents can't pull you out and many times late work isn't accepted.

Here are some perspectives on High School versus College time per studies:

High School	College
Class time: 6 hours a day, 180Days, 1,080 hours	12 Hours per week, 28 Weeks, 336 Hours
Study Time: 1-2 Hours daily	2-3 Hours per class, 3-4 Days A week
Test: Weekly with Frequent pop quizzes	2-4 per semester that weight more than 100 pts.
Grades: Passing is a "D"	A "C" is what is needed to take more classes
Teachers: Take attendance /check lab, homework daily	Attendance can be taken, often lecture or homework is due weekly, Often requires research

There is a course that many colleges including Black River Technical College encourage and often make mandatory for new students. Student Success or freshman seminar teaches those policies, how to manage time, and other important things for first time entering students.

SELF ADVOCACY

One of the toughest obstacles for students is self-advocacy. Self-Advocacy is when YOU put out the effort to make sure your accommodations are done, that your teachers understand, and that your disability rights are being observed. With the change to your way of communicating with teachers, parents, and staff you will need to be more of a self-advocate for your education.

Here are tips to becoming a SUPER SELF-ADVOCATE!

1. Know your disability and how it affects you!! Have an idea of what works for you. We want to work with you on what makes you can succeed.
2. Know your rights! A student who knows the law can be their own support system. Know the terms and differences between them. Otherwise you might get an accommodation that you said yes too, but ultimately doesn't work well for you.
3. Know how to contact your advisors, ADA Coordinators, and teachers. The more you connect the more we can help you.

You will be the only person talking to your teachers and instructors. Introduce yourself every semester to make sure the lines of communication are open. Remember that the only bad questions are ones that haven't been asked!

TIPS FOR SUCCESS

- Start early! Contact Disability Services at **every** college you are considering. Not all Disability Services offices are the same. Do your homework before you start to attend!
- Make sure all your documentation from doctors, teachers, and schools are complete. Every college is different. Make sure you know the policy.
- Be reassessed as an adult. Your accommodations can change just as you can change. Make sure they are still fit for you!
- Know your disability. Be a communicator. Be your own advocate
- Know the difference between modifications and accommodations. Modifications means we can change the class. Accommodations are to help you level the field without changing the course
- Courses cannot be changed regardless of disability. We cannot lower the number of questions, change the methods or alter the curriculum. Each course has qualifications. If you do not meet the qualifications then you can't take the class.
- When you turn 18 you are an adult. Your records are confidential by law. You are responsible for all deadlines and polices. You are expected to know all the policies or know where to get the information. We will not be able to speak to your parents unless both parties have filed the proper paperwork with each office.
- You and your parents can sign a FERPA form. This gives them ALL rights to your education. We can talk to them but they can also get ALL the information they want. This includes grades, reimbursement of financial aid amounts, everything!

IF YOU EVER HAVE QUESTIONS PLEASE ASK!!! The only “bad” question is the one that is never asked. If we don't know we will find out.

Terms

IDEA- Individuals with Disabilities Education Act law that states that public agencies must provide services to students who are physically, emotional, mentally or otherwise disabled related services. It addressed the educational needs to children with disabilities from birth to 18.

Section 504 of the Rehabilitation Act of 1973- is American legislation that guarantees certain rights to persons with disabilities.

Self-Identify- Student makes persons aware of need of services. Student takes responsibility for disability and need for services and accommodations.

Curriculum- The way a course is taught or subject comprising of a course of study.

FERPA- Family Educational Rights and Privacy Act, law in which protects the privacy of student records.

Accommodations- services that allow a person with a disability to participate fully in an activity. Examples include, extended time, and preferred seating.

Modifications- Changes that allow a person with a disability to participate fully in an activity. Examples include, changes to test questions, testing parameters

Post-Secondary- All Colleges or Universities.

IEP- Individualize Educational Plan, also called a 504 Plan. A written statement for each child with a disability that is developed, reviewed and revised according to requirements under IDEA.

Disability Services- A center in many colleges where students with disabilities can come to get services and discuss issues concerning their education.

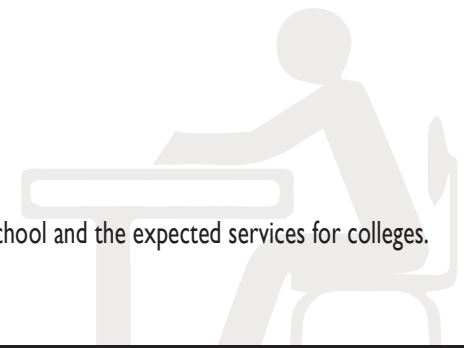
For more information about Disability Services at Black River Technical College contact:

Pocahontas Campus:
Dr. Zachary Singleton
P.O. Box 468
Pocahontas, AR 72455
870-248-4014

ACCESSIBILITY SERVICES

Differences between high school and college

The information below is intended to highlight the major differences between expected services for students with disabilities enrolled in public high school and the expected services for colleges. Students are also advised to read the U.S. Department of Education's rights and responsibilities web page.



	High School	College
Applicable Laws	<ul style="list-style-type: none"> Individual with Disabilities Education Act (<i>I.D.E.A.</i>) Section 504, Rehabilitation Act of 1973 I.D.E.A. is about SUCCESS 	<ul style="list-style-type: none"> Americans with Disabilities Act of 1990 (<i>A.D.A.</i>) Section 504, Rehabilitation Act of 1973 A.D.A. is about ACCESS
Required Documentation	<ul style="list-style-type: none"> Individualized Education Plan and/or 504 Plan (<i>I.E.P.</i>) School provides evaluation at no cost to student Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A. 	<ul style="list-style-type: none"> High School I.E.P. and 504 may not be sufficient. Documentation guidelines specify information needed for each category of disability. Student must get evaluation at own expense Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations
Self-Advocacy	<ul style="list-style-type: none"> Student is identified by the school and is supported by parents and teachers Primary responsibility for arranging accommodations belongs to the school Teachers approach you if they believe you need assistance 	<ul style="list-style-type: none"> Student must self-identify to the Accessibility Services Office Primary responsibility for self-advocacy and arranging accommodations belongs to the student Professors are usually open and helpful, but most expect you to initiate contact if you need assistance
Parental Role	<ul style="list-style-type: none"> Parent has access to student records and can participate in the accommodation process Parent advocates for student 	<ul style="list-style-type: none"> Parent does not have access to student records without student's written consent Student advocates for self
Instruction	<ul style="list-style-type: none"> Teachers may modify curriculum and/or alter pace of assignments You are expected to read short assignments that are then discussed, and often re-taught, in class You seldom need to read anything more than once, and sometimes listening in class is enough 	<ul style="list-style-type: none"> Professors are not required to modify curriculum design or alter assignment deadlines You are assigned substantial amounts of reading and writing which may not be directly addressed in class You need to review class notes and text material regularly
Grades and Tests	<ul style="list-style-type: none"> I.E.P. or 504 plan may include modifications to test format and/or grading Testing is frequent and covers small amounts of material Makeup tests are often available Teachers often take time to remind you of assignments and due dates 	<ul style="list-style-type: none"> Grading and test format changes (<i>i.e. multiple choice vs. essay</i>) are generally not available. Accommodations to HOW tests are given (<i>extended time, test proctors</i>) are available when supported by disability documentation. Testing is usually infrequent and may be cumulative, covering large amounts of material Makeup tests are seldom an option; if they are, you need to request them Professors expect you to read, save, and consult the course syllabus (<i>outline</i>); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded
Study Responsibilities	<ul style="list-style-type: none"> Tutoring and study support may be a service provided as part of an I.E.P. or 504 plan Your time and assignments are structured by others You may study outside of class up to two hours a week, and this may be mostly last-minute test preparation 	<ul style="list-style-type: none"> Tutoring does not fall under Accessibility Services. Students with disabilities must seek out tutoring resources as they are available to all students. You manage your own time and complete assignments independently You need to study at least two to three hours outside of class for each hour in class

Information adapted from: www.johnstoncc.edu/disabilitydifferences