



Academic Accommodations for Students with Disabilities: The Differences Between High School and OSUIT

Applicable Laws

HIGH SCHOOL	OSUIT
IDEA (Individuals with Disabilities Education Act), Section 504; Rehabilitation Act of 1973. IDEA is about SUCCESS .	ADA (Americans with Disabilities Act of 1990) Section 504 Rehabilitation Act of 1973. ADA is about ACCESS .

Required Documentation

HIGH SCHOOL	OSUIT
IEP (Individualized Education Plan) and/or 504 Plan	School IEP and 504 are not ideal. We prefer official medical/psychological test results or a doctor's letter stating the diagnosis of disability. Documentation should be no older than three years.
School provides evaluation at no cost to the student. Often school personnel conducts those evaluations on site.	Student must obtain evaluation at his or her own expense. OSUIT does not provide testing for disabilities.
Documentation focuses on determining whether student is eligible for services based on specific disability categories in IDEA	Documentation must provide information on specific functional limitations and explain how the disability impacts the student's access to an education. Documentation must demonstrate the need for specific accommodations.

Self-Advocacy

HIGH SCHOOL	OSUIT
Student is identified by the school and is supported by parents and teachers.	Student must self-identify to the Office of Academic Accommodations.
The primary responsibility for arranging accommodations belongs to the school.	The primary responsibility for self-advocacy and arranging accommodations belongs to the student.
Teachers approach the student if they believe he or she needs assistance.	Instructors are usually open and helpful, but the student must initiate contact and make sure instructors are aware of the student's specific academic accommodations.

Parental Role

HIGH SCHOOL	OSUIT
Parent has access to student records and can participate in the accommodation process.	Parent does not have access to student records without the student's written consent.
Parent advocates for the student.	Student advocates for self.

Instruction

HIGH SCHOOL	OSUIT
Teachers may modify curriculum. Teachers may also alter the pace of assignments and reduce the number of questions on an assignment.	Instructors do not modify curriculum design or alter assignment deadlines. Instructors do not reduce the number of questions on assignments.
Student is expected to read short assignments that are then discussed and often re-taught in class.	Student is assigned substantial amounts of reading and writing that may not be directly addressed in class.
Students seldom need to read anything more than once, and sometimes listening in class is enough.	Students need to review class notes and text material regularly, even daily.

Grades and Tests

HIGH SCHOOL	OSUIT
IEP or 504 Plan may include modifications to test format, number of questions, and/or grading.	Grading and test format changes (i.e. multiple choice vs. essay) are not available. Instructors do not reduce the number of questions on tests. Accommodations to how tests are given (i.e. extended time, having a reader) are available when supported by documentation.
Testing is frequent and covers small amounts of material.	Testing is usually infrequent and may be cumulative, covering large amounts of material.
Teachers often take time to remind students of assignments and due dates.	Instructors expect students to read, save, and consult the course syllabus (outline). The syllabus spells out exactly what is expected of students, when assignments are due, and how grades are calculated.

Responsibilities for Studying

HIGH SCHOOL	OSUIT
Tutoring and study support may be a service provided as part of an IEP or 504 plan.	Tutoring does not fall under Academic Accommodations. Students with disabilities must seek out the same tutoring resources that are available to all students.
The student's time and assignments are structured by others.	The student must manage his or her own time and complete assignments independently.
Students may study outside of class as little as zero to two hours per week, and this may be mostly last-minute test preparation.	Students need to study at least two to three hours outside of class for each hour in class.