



## **High School Special Education vs. Postsecondary Disability Services through the Special Resource Center (DSPS- Disabled Students Programs and Services)**

### **PRIVACY**

In the K-12 system, parents are part of an IEP team that makes decisions regarding a student's educational plans and goals. When students enroll at Compton College or any college or university in California supported by federal funds, this changes and student information is protected under the Family Educational Rights and Privacy Act (FERPA). Under this law, the college is not allowed to discuss any identifying information about individual students. In college, only students have access to their records and information unless a parent has a verified legal conservatorship or power of attorney. In college (postsecondary education) it is the responsibility of the student to make an appointment to meet with his or her SRC Counselor.

When a student attends one of these meetings they may invite and give written permission to another person/parent to be present. If a parent, advocate or friend attends a meeting with a student, the student is still responsible to make all educationally related decisions. This includes decisions related to educational goals, plans, and the utilization of services provided by the Special Resource Center. SRC Counselors cannot provide updates and progress reports to parents. It is the responsibility of the student to follow SRC procedures, to monitor and to maintain his/her own educational progress.

In addition, the student is responsible to schedule an appointment with their SRC Counselor initially as a new student and when necessary to update or to continue to receive support services and academic adjustments.

### **SERVICE MANDATES**

Special Education students on the Community College Campus are not served under the auspices of IDEA, but rather ADA and Section 504 of the Rehabilitation Act that pertains to postsecondary education. For special education students concurrently enrolled in High School and the Community College, the burden to provide a "Free, Appropriate, Public Education" (FAPE) in the, "Least Restrictive Environment" (LRE), as detailed in the Individuals with Disabilities Education Act (IDEA), still falls to the local school district.

Students who have chosen to exit special education prior to age 22 and attend the Community College are no longer entitled to protection under IDEA and they are now served under the Americans with Disabilities Act (ADA) and Title 5 regulations in California. Parents do not have control over a Community College student's educational plan or services; disability services are determined using disability verification which can take the form of medical verification and/or recent psycho-educational testing and dialogue with a DSPS Counselor meeting Title 5 qualifications to serve student with disabilities in California.

## High School Special Education vs. Postsecondary Education

| High School (K-12 System)   | Compton College  |
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| Services mandated under IDEA (Entitlement)  | Services mandated under ADA, Title 5, Section 504 and 508; Rehabilitation Act of 1973 (Privilege)  |
| District or school identifies disability  | Student is responsible to provide appropriate documentation that establishes:<br>1. Current verification of disability (if needed)<br>2. Classroom limitation(s) requiring accommodation.<br>3. Dialogue with college SRC Professional |
| Free evaluations by district  | Student is responsible for evaluations   |
| District IEP team develops Education Plan and priorities  | Student identifies own needs and develops Academic Accommodation Plan with SRC Counselor   |
| District personnel monitor IEP and regularly assesses goals and progress  | Student is responsible for own goals and progress  |
| Teacher advocates for student   | Student advocates for self, dialogue   |
| Modifications are allowed to:<br>1. alter the program of study<br>2. modify district graduation requirements<br>3. change instructional methods | Accommodations may NOT alter fundamental nature of degree applicable courses or degree requirements or instructional methods   |
| Personal services provided addressing social, vocational, academic, living skills, community services   | Student's responsibility. College does not provide personal attendants   |
| Transportation to and from school   | Transportation is not provided   |
| School personnel monitors student success and meets with teachers to modify curriculum supports when necessary                                  | Student is responsible to meet with teachers and disability specialist/counselor and advocate their own needs  |
| High school counselor calls in student and has courses mapped out for student to approve and add one or two courses when possible               | Student is responsible to schedule an appointment with a disability specialist/counselor and develop their own academic course-load and schedule, SEP  |
| Teachers are required to contact parents quarterly regarding student progress   | Students are responsible to monitor their own progress in courses and confidentiality is protected   |
| Annual IEP determines modifications & accommodation   | Accommodations are determined by functional limitations of disability – Courses cannot be modified   |
| Parents have access to all educational documents  | Students' confidentiality is protected by FERPA(Family Education Rights and Privacy Act)   |
| IEP document reviewed annually with IEP team  | No IEP...Academic Accommodation Plan developed by SRC- dialogue w/student  |
| Students may be enrolled in RSP or SDC classes  | No SDC or RSP classes – students take courses based on their placement scores, course eligibility, educational objectives  |
| Specific courses are required to graduate   | Students choose courses based on their educational and vocational goals  |