



High School Students with Disabilities Transitioning to Ivy Tech

Assistance for High School Students

The Office of Disability Support Services provides assistance to students who qualify for reasonable accommodation under the Americans with Disabilities Act (ADA), and Sections 504 and 508 of the Rehabilitation Act. Reasonable accommodations may be granted, based upon verification with appropriate documentation, for chronic illnesses, neurological conditions, learning disabilities, psychiatric illnesses, mobility impairments, and other conditions or impairments that limit one or more of life's major activities. However, students need to fully understand that processes and rights of students in post-secondary education vary greatly from those in K-12 education.

What Students Should Know

- Students are expected to exercise self-advocacy! Students are expected to be able to communicate what their disability is and how it impacts and functionally limits a major life activity.
- Prospective students are required to provide appropriate documentation to verify their disability. Enrolled students are expected to renew their accommodations request each semester. Learn more about the College's [documentation guidelines](#). Please note that students are responsible for any cost associated with testing, assessment, evaluation, or other related expenses.
- Unlike the K-12 educational system, colleges and universities are not required to provide free appropriate public education (FAPE) to individuals with disabilities. However, colleges and universities are required to provide appropriate academic accommodations for students with disabilities. Students are responsible for their conduct, course homework, and academic success.
- When providing academic accommodations, colleges and universities are not expected to lower or alter academic expectations within the classroom, nor are they expected to provide exemptions from graduation requirements and standards for academic programs. For example, a student with a disability may be given additional time to complete an examination, however, the content of the examination will not be modified.

Suggested Checklist for High School Students Transitioning to Ivy Tech

- 1) Plan Ahead! Contact your local campus' Office of Disability Support Services during the fall semester of your high school senior year. We are eager to assist you.
- 2) Create a personal file and maintain it in a secure location. If applicable, request a copy of your most recent psycho-educational evaluation of a learning disability. If your last evaluation was NOT conducted during your junior or senior year of high school, request to be re-evaluated immediately. If you do not obtain this evaluation while you are still in high school, you will be responsible for the cost of your re-evaluation once you have graduated. A copy of your Individual Educational Plan (IEP) and other records from your high school is helpful information, but not solely adequate to determine accommodations.
- 3) Identify your skills, abilities, and interests. Explore educational and career options, considering the essential functions that are required for the career(s) in which you are interested.
- 4) Apply for financial aid. The [Free Application for Federal Student Aid \(FAFSA\)](#) should be completed before March 10 to be considered for most forms of state aid. Students filing after March 10 will still be eligible for federal and institutional aid. Learn more about the [FAFSA](#).
- 5) Apply for assistance through the state's [Office of Vocational Rehabilitation](#).
- 6) Obtain a copy of the College's [ACCESS booklet](#) designed to assist all students seeking accommodation for a disability.
- 7) Access the Office of Civil Rights Students with Disabilities: [Preparing for Post-secondary Education](#). This publication provides a wonderful explanation of the differences between high school and college.