

# College Accommodations in the K-12 Space

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Transitioning Students to  
Self-Advocacy



# The Laws That Guide Us

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Acknowledging the Differences

# Accessibility Laws: K-12 System

Individuals with  
Disabilities Education Act  
(IDEA)

Rehabilitation Act of  
1973, section 504  
subpart D

## **SUCCESS**

- Free Appropriate Public Education (FAPE)
- Maximize student potential
- Academics tailored to student abilities

# Accessibility Laws: Higher Education

Americans with  
Disabilities Act (ADA)

Rehabilitation Act of  
1973, section 504  
subpart E

## **ACCESS**

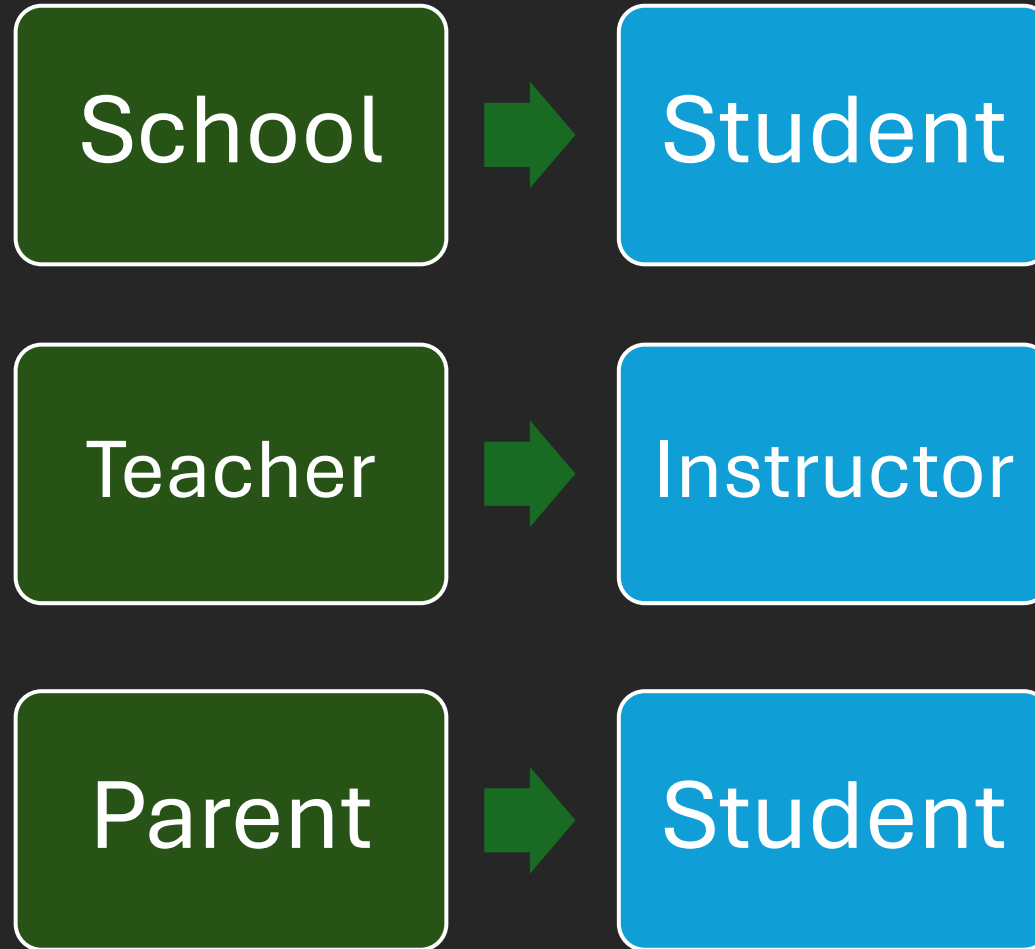
- "Level playing field"
- Remove barriers
- Equal right to succeed or fail

# Accommodation Differences – A Quick Peek

K-12 System
Flexible deadlines to turn in assignments
Teacher/Staff modifies/rewords instructions to meet individual comprehension needs
IEP/504 Plan can allow access to notes during tests
Modified or reduced test and homework content

College
Due dates indicated in the syllabus apply to all students uniformly
Student must ask for clarification when needed (self-advocacy)
Notes permitted during tests only if allowed for the entire class
All students complete the same coursework and take the same tests

# Shifting Expectations



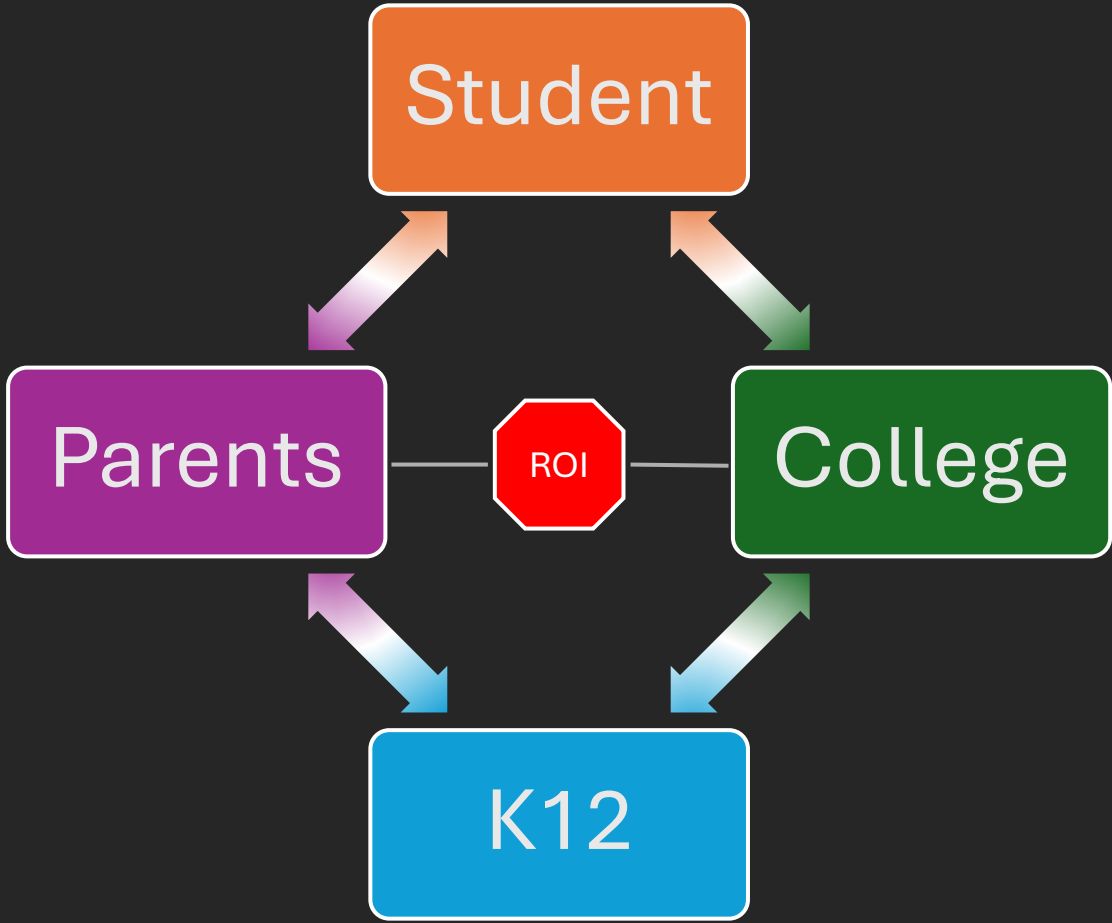


# FERPA

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When a student reaches the age of 18 or begins attending a postsecondary institution, *regardless of age*, FERPA rights transfer from the parent to the student.

# Information Sharing under FERPA






# Shift of Initiative

School



Student



Identifying  
Students in  
Need

### K-12 System

**School** identifies and evaluates students needing additional support.  
(Child Find)

**School** notifies teachers of students with IEP/504 accommodations.

**School** arranges supports needed to guarantee student's success.

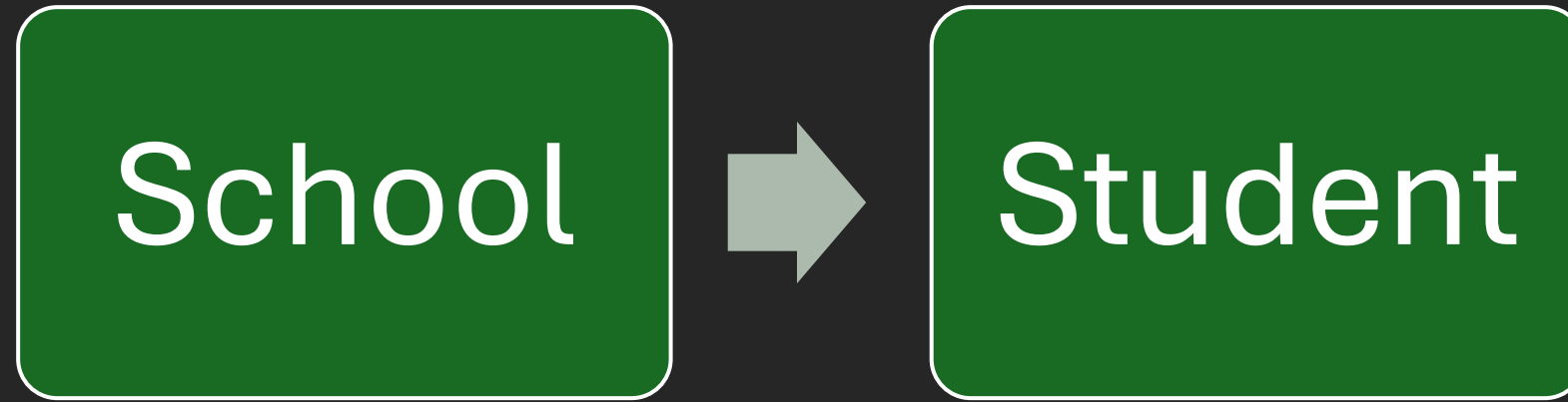
### College

**Student** chooses to register for accommodations through Accessibility Services.

**Student** chooses to notify instructors of their accommodation status, once approved (LOA).

**Student** chooses to utilize any supports available and chooses to disclose accommodation status to those offices.

Shift of Initiative not instigated



IMPACT: Delayed access to college accommodation

# Shift of Mindset

Teacher



Instructor

# Teacher vs. Instructor

Middle/High School Teacher
May openly discuss student progress with parents and other support persons
Is informed of IEP/ETR/504 students by the school system
Modifies curriculum for individual students as dictated by the IEP/ETR/504
Works to ensure student is successful and progresses through their classes

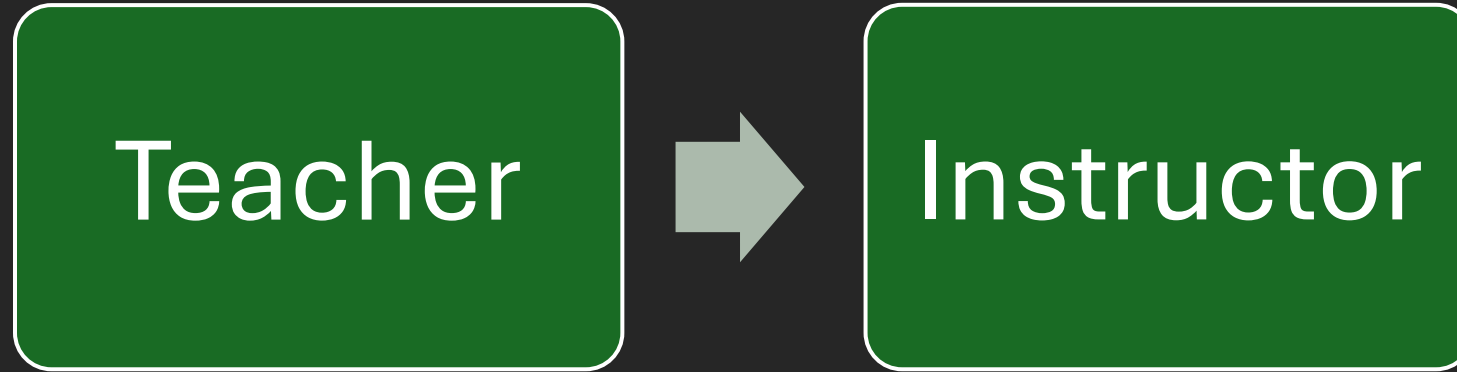
College Instructor
Maintains student confidentiality unless student has signed a Release of Information with the college and/or with Accessibility Services
Waits for students to self-identify by submitting a copy of their LOA
Holds all students equally accountable for the established curriculum with no modification, regardless of accommodation
Works to overcome barriers preventing equal access to course materials, content, and learning outcomes

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# Shift of Mindset not maintained



IMPACT: False expectations, Loss of course credit,  
Delayed graduation

# Shift of Responsibility

Parent



Student



# Parental Role

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## K-12 System

**Parent has access to student records and can participate in the accommodation process.**

**Parent advocates for student:** parents can call teachers and request feedback on student's progress.

## College

**Student has sole access to college records. Parents may not interact without student's permission.**

**Student must self-advocate:** parents do not contact instructors. Communication about progress occurs between student and parent.

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# Student Code of Conduct

## COLUMBUS STATE COMMUNITY COLLEGE POLICY & PROCEDURES MANUAL

STUDENT CODE OF CONDUCT  
Procedure 7-10 (G)  
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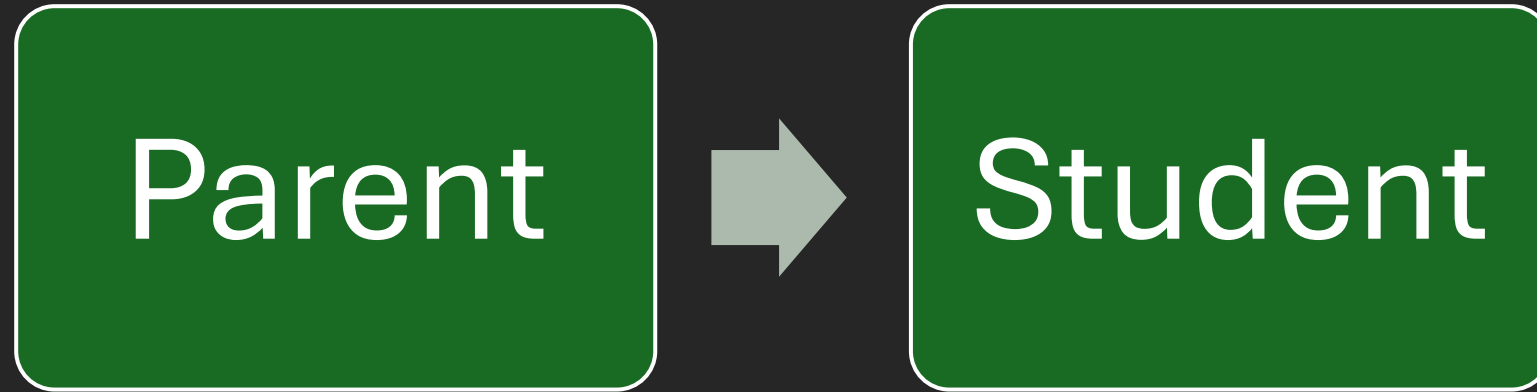
Effective September 16, 2024

### (1) PROHIBITED CONDUCT

Misconduct for which students are subject to disciplinary action include, but is not limited to:

- (w) Misuse of computing resources: misuse of College computing facilities, equipment, network, passwords, accounts or information. Students who connect their personal computing device(s) to the College network will be held responsible for any violation of this Policy that originates from that computing device(s). See College Policy 15-01. Examples include but not limited to:
  - (vi) Use of another individual's identification and password or sharing of your own identification and/or password;

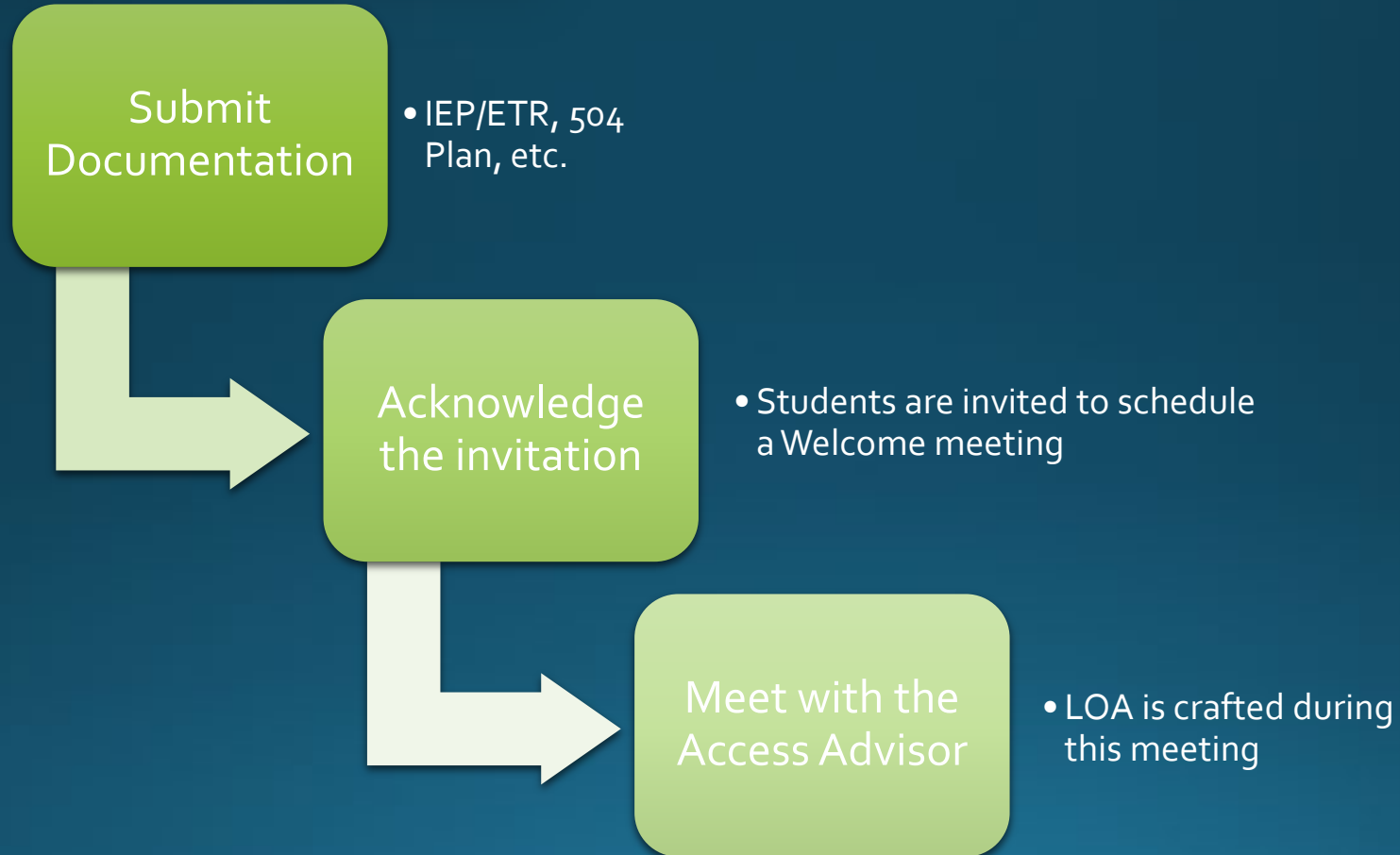
# Shift of Responsibility not enacted



IMPACT: Student sanctioned for parent actions

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- +
    - - Letter of Accommodation

# Registration Steps



Dear Instructor:

This letter certifies that the following student is officially registered with Accessibility Services:

STUDENT NAME: [REDACTED] ID: [REDACTED]

Accessibility Services has thoroughly reviewed this student's documentation and has approved the following accommodations to ensure the student's access to materials and information in your class:

**Approved Accommodations which require instructor support:**

- Advocacy with Instructors — The student's accessibility advisor may need to contact the instructor to address any unique challenges that arise related to the student's disability.
- Audio Recording Device in Class — The student is permitted to record class lectures using an audio recording device (recorder, mobile device, smart pen) to support note-taking.
- Use of Electronic Device for Note-Taking — Student may use a laptop or mobile device to type notes during lecture.
- Instructors Notes for Study Purposes — Student is approved to receive a copy of Instructor's notes, IF the instructor has created them. NOTE: This does \*not\* enable the student to use these notes on exams.
- Testing Accommodations — The instructor must submit proctored exams to Registerblast \*at least\* 3 business days in advance.

**Approved Accommodations which Accessibility Services will facilitate:**

- Audio for Exams/Quizzes
- Dictation Software in Private Room During Exams/Quizzes
- Textbooks in Alternate Format
- Double Time in CSCC Writing Center/Tutoring Services (in available subjects)
- Calculator
- Double Time on Exams/Quizzes
- Food/Drink in Private Room During Exams/Quizzes
- Frequent Breaks During Exams/Quizzes
- Keyboard to Type Exams/Quizzes
- Private Room
- Scribe in Private Room During Exams/Quizzes
- Scribe for Scantron Sheets
- Spell Check Access

Provision of this letter to you indicates that the student is requesting academic accommodations. The implementation of academic accommodations is a *shared responsibility* between the student, the instructor and Accessibility Services. Please discuss each requested accommodation and how it will be implemented so that it is appropriate to both the student's needs and the format of your course.

**It is understood that the student must still perform all essential functions and meet all requirements of the class.**

We appreciate your assistance in this collaborative effort to ensure that this student receives appropriate accommodations. If you have any questions, please feel free to contact us at 614-287-2570.

Sincerely,  
Accessibility Services Team

Here is a link to the Instructor Handbook on the Accessibility Services webpage:  
<http://www.csc.edu/services/disability/pdf/Disability%20Instructor%20Handbook.pdf>



# Bridging the Gap between High School and College

- Get the student involved in their IEP/ETR/504 meetings.
- Provide students with a copy of their documents.

# Questions?





# Thank you



College Credit Plus  
[ccpteaching@csc.edu](mailto:ccpteaching@csc.edu)

[www.csc.edu/academics/college-credit-plus](http://www.csc.edu/academics/college-credit-plus)

Accessibility Services

614-287-2570

[disability@csc.edu](mailto:disability@csc.edu)

[www.csc.edu/services/disability](http://www.csc.edu/services/disability)

Accommodation Description Sheet: [www.csc.edu/employee/faculty/student-support/disability-services.shtml](http://www.csc.edu/employee/faculty/student-support/disability-services.shtml)