## **High School Modifications vs. College Accommodations**

HIGH SCHOOL	COLLEGE
The IDEA law governs modifications. Parents and teachers have much responsibility for your success, and you have a right to an education and a diploma.	YOU are responsible for your success or failure. You are guaranteed an equal opportunity for a college degree. Section 504 of the Rehabilitation Act and the ADA govern accommodation decisions.
Parents, teachers, or other staff identify you as needing modifications or accommodations.	YOU must identify yourself and present documents to justify specific accommodations.
Your parents are responsible for making sure the school is accommodating you appropriately. ARD meetings and counselor meetings evaluate your success with the modifications assigned.	It is <b>YOUR</b> responsibility to initiate the process and to make the appropriate office aware if you are not being accommodated or if your accommodations are not satisfactory.
Teachers give you frequent feedback, check on your completed homework, approach you if they believe you need assistance, take time to remind you of assignments and due dates, and remind you of incomplete work.	YOU must ask the instructor for feedback, contact the instructor if you need help, know when your assignments and tests are due, and remember to complete your homework.
Teachers tell you several times what you need to learn from assigned readings and emphasize what you are expected to remember for tests. You may spend as little as 2 hours outside of class studying.	It is up to <b>YOU</b> to read and understand the assigned material. Reading material to be used on tests may or may not be discussed in class. You need to study at least 2-3 hours outside of class for <i>each hour</i> you are in class.
Testing covers small amounts of material and is frequent. Teachers usually will remind you to make up missed tests. Credit may be given for effort. Mastery is often seen as the ability to reproduce what you were taught.	Exams usually cover large amounts of material and are infrequent. <b>YOU</b> must contact your instructor to discuss missed exams. Makeup tests are not always available. Seldom is credit given for effort on the college level. Mastery is seen as the ability to apply what you have learned to new situations.

## **Tips for College**

**Communicate with your Instructors and Advisors**— Don't hesitate to schedule an appointment during your instructor's office hours. Be sure to schedule an appointment with your advisor to enroll in courses for the next semester.

**Attend EVERY class**— Although class attendance is not required in college, it is a good habit to practice and will reinforce learning.

**Be Organized**— Come to each class with all required materials, the course textbook and a folder to store returned assignments and exams in. Organize and manage your time wisely.

**Network with Your Peers**— Get the phone number and/or email address of at least one classmate in every class in case you miss a class and need the notes/information from that class.

## **Documentation Guidelines for Vernon College**

- For complete documentation guidelines per disability, please see the Documentation Guidelines website page at <a href="http://www.vernoncollege.edu/ADA/DocumentationGuidelines.aspx">http://www.vernoncollege.edu/ADA/DocumentationGuidelines.aspx</a>
   Scroll down to find the various disability links. Click on the desired link for information.
- 2) Documentation should be typed or printed on letterhead, dated, and signed, with the name, title, and professional credentials of the evaluator. All documentation, names, and credentials must be legible. Prescription pad documentation will NOT be accepted under any circumstances.
- 3) Documentation should be recent and should reflect the use of an adult-level testing instrument for all learning disabilities. Documentation should be no more than five years old for LD, three years old for ADHD, and six months old for psychiatric disabilities.
- 4) Documentation of medical disabilities should be recent and written by an appropriate physician. (Example: problems associated with seizures should be documented by a neurologist; stomach problems will most likely be documented by an internist )
- 5) Documentation should include a listing of all the tests that were used to establish the disability and to support the accommodation requests. (For example, if a reader is requested for testing, a reliable instrument to test reading should be included as one of the subtests.) Evaluation measures selected for the assessment battery should be reliable, valid, and age appropriate.
- 6) The diagnostic report should have a *clear statement of the disability*. (Not "this information suggests a diagnosis of dyslexia" or "indicates Johnny may have dyslexia")
- 7) Tests should be clearly stated with all subtests noted.
- 8) The clinical summary should recap the high points and rule out alternative explanations.
- 9) Support for the requested accommodations should be tied to specific test results. Oral testing requests should be accompanied by proof of oral testing in high school or at the last institution of learning that was attended by the student.
- 10) Support for extended time should be specifically addressed by the evaluator.
- 11) ADHD students should prove a history of ADHD and should provide a description of current functional limitations pertaining to an educational setting.
- 12) A test of aptitude/cognitive ability such as the WAIS-III, the Woodcock-Johnson III, the Kaufman Adult Intelligence Test, or the Stanford-Binet IV is needed for a student wishing to qualify with learning disabilities. The Slosson Intelligence Test and the Kaufman Brief Intelligence Test (KBIT) are not comprehensive enough to make accommodation decisions.
- 13) The most recent FIE (Full and Individual Evaluation) is welcome, but please do not submit elementary or high school ARDs.

Documentation may be faxed to: Deana Lehman, PASS Department Director

Fax #: (940) 552-6387

OR

Documentation may be mailed to: Deana Lehman, PASS Department Director

Be SURE a contact number 4400 College Drive is included, whether faxed or Vernon, TX 76384

mailed