

High School	Postsecondary Education
Laws & Responsibilities for Students with Disabilities	
*IDEA (Individuals with Disabilities Education Act) focuses on Free Appropriate Public Education (FAPE), 504 (Section 504, Rehab Act, 1973), ADA (Americans with Disabilities Act, 1990).	*504 (Section 504, Rehab Act, 1973), ADA (Americans with Disabilities Act, 1990) focus on accessibility and reasonable accommodations.
Covers ages 3-21 or until regular high school diploma requirements are met.	Covers students with disabilities regardless of age; schools may not discriminate in recruitment, admission, or after admission solely based on a disability.
School attendance is mandatory.	Students decide to attend. Most likely pay tuition.
Districts are required to identify students with disabilities through free assessment and the IEP process.	Students are responsible for revealing and providing current documentation of a disability. They must self-advocate.
Students receive special education and related services based on an identified disability.	Formal special education services are not available.
Services include individually designed instruction modification and accommodations based on the IEP.	Reasonable accommodations and modifications may be made to provide equal access and participation.
Individual student's needs based on the IEP may be addressed by program support for school personnel.	No formal program support for school personnel is provided.
Progress toward IEP goals is monitored and communicated to the parents/guardians and the student.	Students are required to monitor their own progress and communicate their needs to instructor.
Schools assist in connecting the student with community support agencies if so identified as a transition need according to the IEP.	Students are responsible for making their own connections with community support agencies.
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Other Factors to Consider	
Through vehicles such as the IEP, students, parents, teachers, counselors and support staff work together to ensure that student needs and accommodations are provided.	Students, not teachers, counselors or parents, must be able to identify their disability, provide documentation, and request accommodations and supports.
Transition planning and timelines exist to clarify students' vision, identify programming choices and coordinate appropriate coursework options.	Students make course selections with some assistance from advisors or instructors.
Personal services for medical or physical disability are required.	No personal services are required.**

* Although responsibility lies with the student, Disability Support Services works closely to develop Accommodation Requests and will advocate for student if difficulty arises.

**Disability Support Services may assist students in efforts to advocate for such services.

Sources: [University of Washington Disability Resources for Students](#)