

# Access and Disability Services



## High School versus College

High School	College/ Higher Education
Student rights are protected by IDEA and Section 504 of the Rehabilitation Act of 1973.	Student rights are protected by the Americans with Disabilities Act (the ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973.
The intention of IEPs and other forms of support in high school are to create an outcome of <b>success</b>	The intention of ADA accommodations is to remove any potential barriers to the student's college experience and to create <b>equitable access</b> with consideration of their diagnosis/es and symptoms.  While all areas of the college are rooted in student success, equitable access is the main focus of Access and Disability Services/ADS.
Students are identified by the school as having a disability and are supported by families, teachers, and support staff.	Students must self-identify to higher education institutions' offices of accessibility/disability if they wish to receive ADA accommodations.  However, some supports such as academic tutoring and skill building sessions (time-management, organization, study skills) are available outside of Access and Disability Services and can be accessed by all students without ADA accommodations.



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Support persons, such as parents, may do most of the advocating for the students.	Students become the main advocate for themselves. They may seek allyship and support from other support persons, such as parents.  The student must give permission to a higher education institution if they would like the school to be able to speak to parents or support persons. Students are not left out of conversations regarding their health and access needs.
The primary responsibility for arranging accommodations belongs to the school.	The primary responsibility for self-advocacy and arranging accommodations often belong to the student and their faculty members.
Teachers approach the student if they believe the student may need accommodations.	Instructors are typically very helpful, but they expect the student to initiate contact if they need support.
A student's guardian has access to student records and can always participate in the accommodation process.	The student has a say over who they would like to be involved in their ADA accommodations' process.



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If you are interested in setting up an individualized information session with ADS, the student or prospective student should email us at [hc-ads@haverford.edu](mailto:hc-ads@haverford.edu)

We are excited to collaborate with you!

