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Students who are graduating from high school may have received special education services either under The Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973. These students may use some of the following terms:

The IEP is an Individualized Educational Program. The Individualized Education Program (IEP) is the cornerstone of the Individuals with Disabilities Education Act (IDEA), which ensures educational opportunity for students with disabilities. The IEP is a quasi-contractual agreement to guide, orchestrate, and document specially designed instruction for each student with a disability based on his or her unique academic, social, and behavioral needs.  
[http://www.idonline.org/Id\\_indepth/iep/iep.html](http://www.idonline.org/Id_indepth/iep/iep.html)

Terms that may be used in reference to            may include:

- students in elementary and secondary school may be referred for special education testing.
- The IEP should contain goals and objectives for all areas in which the student cannot substantially benefit from the general educational program.
- Beginning at age 14 (or younger), a statement of transition services the student will need to reach post-school goals is included in the IEP.

Previously known as the Assessment Summary Report. It is the final report following testing and must include information reported by the parents, evaluation results, interpretation of evaluation results and determination of eligibility by addressing criteria components verifying the student is a student with a disability and is in need of (or continues to need) special education services, (the school psychologist's report), information from the case manager including classroom observations, and the educational needs of the child. Following this report the IEP is written if the student qualifies for services.



Once students graduate from high school they no longer fall under The Individuals with

may be surprised to learn that they will no longer receive a plan, and will need to rely solely on the reasonable accommodations and letter of introduction provided through Disability Services.

Self-advocacy becomes critical for a student with a disability when they reach the postsecondary level. The student is now the manager of his or her own case. If they expect to receive any accommodations they must self-identify to Disability Services, provide current documentation, request services and accommodations, deliver letters of introduction to their professors and be responsible for their own actions to name a few. All students with disabilities need to understand that there are no retroactive accommodations and that is their responsibility to make an appointment with Disability Services and take the appropriate steps. The Services Handbook for Students with Disabilities outlines this in detail.

The Family Educational Rights and Privacy Act (FERPA) applies to all students who attend institutions that receive federal financial assistance. This covers all records, files, documents, and other materials that contain personally identifiable information that is directly related to a student and are maintained by the educational agency or the person acting for that agency. All educational agencies that receive federal funds have a set of strict guidelines to follow regarding the FERPA laws (Yell, 1998).

<http://www.chtu.org/504.html#what>

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[http://www.ldonline.org/ld\\_indepth/iep/iep.html](http://www.ldonline.org/ld_indepth/iep/iep.html)

Services Handbook for Students with Disabilities, (2003). Gustavus Adolphus College

Yell, M. L., (1998). Section 504 of the rehabilitation act and the Americans with disabilities act: In Ann Castel Davis (ed.) *The Law and Special Education*, (1st ed., pp.95-144). New Jersey: Prentice-Hall Inc.

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