

## Your 5 Steps in the Youth Apprenticeship Program



*"YA allows me to work while receiving credit for it. Also, it will help me in the future because it looks good on an application. It allows me to get into the workforce and teaches me what the real world is like."*  
Hailey Niemi,  
Prentice HS



## Differences between Secondary and Post Secondary/Employment Accommodations for Students with Disabilities

<u>Secondary</u>	<u>Post-Secondary</u>
<b>Applicable Laws</b>	
I.D.E.A (Individuals with Disabilities Education Act)	A.D.A. (Americans with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
I.D.E.A is about SUCCESS	A.D.A. is about ACCESS
<b>Required Documentation</b>	
I.E.P. (Individualized Education Plan and/or 504 Plan)	High School I.E.P. and 504 are not sufficient. Documentation guidelines specify information needed for each category of disability.
School provides evaluation at no cost to student	Student must get evaluation at own expense
Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.	Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations
<b>Self-Advocacy</b>	
Student is identified by the school and is supported by parents and teachers	Student must self-identify to the Office of Disability Services or employer as needed
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student
Teachers approach you if they believe you need assistance	Instructors and employers are usually open and helpful, but most expect you to initiate contact if you need assistance
<b>Instruction</b>	
Teachers may modify curriculum and/or alter pace of assignments	Instructors are not required to modify curriculum design or alter assignment deadlines
You are expected to read short assignments that are then discussed, and often re-taught, in class	You are assigned substantial amounts of reading and writing which may not be directly addressed in class
You seldom need to read anything more than once, and sometimes listening in class is enough	You need to review class notes and text material regularly in addition to applying new skills on the job
<b>Grades and Test</b>	
I.E.P. or 504 plan may include modifications to test format and/or grading	Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. Accommodations to HOW tests are given (extended time, test proctors) are available when supported by disability documentation.
Testing is frequent and covers small amounts of material	Testing is usually infrequent and may be cumulative, covering large amounts of material
Makeup tests are often available	Makeup tests are seldom an option; if they are, you need to request them
Teachers often take time to remind you of assignments and due dates	Instructors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded