

2014-2015 Academic Year

Dear NOVA Parent/Guardian,

Congratulations on your son or daughter's accomplishments! Thank you for supporting his or her choice to attend Northern Virginia Community College (NOVA). We are committed to providing students with the resources and support they need to be successful, including accommodations needed to access their education at NOVA.

As your son or daughter moves forward into college, I believe we share the common goal of seeing them graduate as independent adults who are able to navigate the system independently. To that end, I hope that you will work with us as they learn to negotiate the academic process, including working with the Disability Support Services (DSS) office, on their own. The environment at NOVA is very different from what you and your son or daughter experienced in high school. Not only do the laws that govern accommodations differ between high school and college, students now need to learn to advocate for themselves and take responsibility for their own learning. To assist you with the transition, please see the attached parent resource "Transition Guide for Parents of Students with Disabilities:

Differences between K-12 and College." You can also visit the following link for additional information: <http://www2.ed.gov/about/offices/list/ocr/transition.html>

I hope that we can work together to support their transition from relying on parent advocacy to functioning independently.

Sincerely,



Elizabeth P. Harper, Ph.D.
Associate Vice President for Student Services and Enrollment Management
Northern Virginia Community College

STUDENT SERVICES AND ENROLLMENT MANAGEMENT

**Transition Guide for Parents of Students with Disabilities:
Differences between K-12 and College**

Process	K-12	College
Law	IDEA (Individuals with Disabilities Act) and Section 504	ADAAA (Americans with Disabilities Act Amendments Act) and Section 504 (Subpart E)
Intent of law	Education is a <u>right</u> , and must be provided in a free, appropriate environment to all individuals.	Education is <u>not a right</u> . Student must be “otherwise qualified” and be able to benefit from education. Student is provided with <u>access</u> to education.
Identification of student’s needs	IEP/504 Team: Teachers/Special Education Counselor/Parent(s) define and determine supports and services that will be provided.	Student and NOVA DSS Counselor determine what accommodations are appropriate.
Identification and documentation of student’s disability	School is responsible for identifying student’s disability. Parent/guardian/agency provides documentation.	Student self-identifies to NOVA campus DSS Office, requests assistance, and provides appropriate documentation.
Accommodations allowances	Access to general curriculum, necessary modifications, and a variety of appropriate accommodations are available, including individualized tutoring.	Accommodations may <u>NOT</u> alter the fundamental nature of the academic program requirements or instructional methods, nor pose an undue financial or administrative burden on the College. Individualized tutoring is <u>not</u> provided.
Advocacy	Parent/guardian/agency advocate for student.	Student self-advocates. Must be able to communicate information about their disability, strengths and weaknesses, and how the disability functionally limits access to their education.
Financial responsibility for evaluations	School district provides necessary educational services at no expense to parent/individual.	Student identifies appropriate and qualified professional, obtains disability documentation, and assumes cost of evaluation.
Communication	Schools must communicate with parents at regular intervals regarding student progress.	NOVA DSS Counselor works directly with student, and is <u>NOT</u> required to speak with parent/guardian; can only do so with student permission.
Responsibility for student’s success	School	Student