

After High School, the Rules Change Laws and Responsibilities

The following chart describes general difference in various areas between public high school and employment in the adult service world.

High School	Adult Service System
Individuals with Disabilities Education Act (IDEA); free and appropriate public education (FAPE).	Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).
School services are an entitlement (from age 3-21 or until regular high school diploma requirements are met).	Adult services are based on eligibility which may be different for each agency.
School attendance is mandatory.	Consumers apply for services and may be eligible to use an adult service agency to support them in the employment goals.
School districts are required to identify students with disabilities through free evaluation assessment and the individualized education program (IEP) process.	Consumers are responsible for disclosing and providing current (within the last three years) documentation of a disability.
Students receive special education and related services to address needs based on identified disability.	Consumers apply for services needed through various adult services agencies. They must be self-advocates (see Opening Doors to Self-Determination Skills).
Services include individually designed instruction, modifications, and accommodations based on an IEP.	Services are individually designed through Individual Plans for Employment or a similar individualized plan developed with the consumer.
Progress toward IEP goals is monitored and communicated to the parent(s)/guardian(s) and/or student.	Progress toward employment goals are monitored by the consumer and adult service provider. Self-advocacy is a must (see Opening Doors to Self-Determination Skills).
Schools assist in connecting the student with the community support agencies if this transition need is identified in the IEP.	Consumers must request services needed and identify what agencies would best meet their needs.