HB 1892 Model Notice

Student Rights and Responsibilities in Dual Enrollment

Purpose of This Notice

As required by § 22.1-215.3 of the Code of Virginia (HB 1892), this notice outlines your child's legal rights and responsibilities when enrolling in dual enrollment (DE) courses. The following courses are offered in partnership with Virginia Commonwealth University: Darkroom Photography (PHTO 243), Elements of the Moving Image (PHTO 233), Physiological Psychology (PSYC 401), Statistics (STAT 210 + STAT 314), Calculus I (MATH 200), and Calculus II (MATH 201).

The notice includes steps for ensuring appropriate disability services, academic advising, and transition planning across both K–12 and college environments.

1. Rights Under IDEA (High School Courses Taught by High School Staff)

While your child is enrolled in high school:

- They retain full protection under the Individuals with Disabilities Education Act (IDEA).
- The school division is responsible for implementing all accommodations and supports in the student's Individualized Education Program (IEP).

2. Rights Under ADA and Section 504 (College-Delivered Courses/Dual Enrollment Courses)

Whether on campus, online, or at your high school:

- IDEA does not apply in the college setting.
- Your child's rights are covered by the Americans with Disabilities Act (ADA) and Section 504.
- The college must provide reasonable accommodations, but only if:
    - The student requests them, and
    - Provides supporting documentation (such as an IEP, or evaluation).
- Accommodations in college may differ from high school and do not include modifications to essential course content.

3.How IEP Accommodations and Services May be Impacted

When students with disabilities take dual enrollment (DE) courses, the way their accommodations and supports are provided may look different than the accommodations and supports provided by high schools.

- The student must request accommodations through the college's Disability Services Office (DSO).

- The college will review the student's documentation (such as an IEP, or evaluation) and determine what reasonable accommodations are appropriate.
- College accommodations may look different than high school services. For example, tutoring, reduced homework, or modified grading are not provided. Instead, accommodations may include things like extended test time, note-taking support, or accessible formats of course materials.

4. Action Steps for Families and Students

- **Review Academic and Career Plan (ACP):** Ensure dual enrollment courses align with postsecondary goals.
- **Request Advising Support:** Meet with the school counselor and IEP team to assess course fit, pacing, and support needs.
- **Contact the College's Disability Services Office (DSO):** Before classes begin, reach out to request accommodations for college-taught DE courses.
- **Submit Documentation:** Provide the DSO with an IEP, or recent evaluation.
- **Confirm Approved Accommodations:** Ensure accommodations are in place and clearly communicated before the first day of class.
- **Check In on Academic Progress**: Plan regular check-ins with your IEP team, DE advisor, and the DSO if needed.
- **Document Support Needs in IEP:** Use DE participation to refine IEP transition goals and identify needed postsecondary supports.

Where to Get Help

Role	Name	Email	Phone
School Counselor / VCU Liaison	Rachel Loving	rloving@gsgis.k12.va.us	(804) 354-6800 x3211
VCU Disability Services Office (DSO)	Varies by Alphabet	saeo@vcu.edu	(804) 828-2253
MLWGS SSD Coordinator	Joy Cobb	jcobb@gsgis.k12.va.us	(804) 354-6800 x3220

Parent & Student Acknowledgment

Please complete the following form to confirm that this notice was reviewed at the IEP meeting in accordance with Virginia Code § 22.1-215.3: https://forms.gle/DRXGBMc1LiR5ny1UA

Support Resources: Contact information for Disability Services Offices of Virginia colleges and universities can be found at the Level Up Virginia Phone Book.