

Transitioning to College with an IEP or 504 Plan

NPHS Special Services & Counseling Departments



March 20, 2023

Preface



College

Career Technical
Education (CTE)

Post-Graduate
(PG) Year

Apprenticeship

Job
Placement

College is not
for everyone...
and that's ok!

Military

Agenda

1. High School vs. College
2. IDEA vs. ADA (the law)
3. Types of available programs
4. How to identify programs
5. The application process
6. Disclosing a disability
7. Documentation
8. Available accommodations
9. Accessing services
10. Next steps



The Law: High School

- IDEA (Individuals with Disabilities Education Act)
 - Protects the rights of students with disabilities by ensuring that everyone receives a free and appropriate public education (FAPE), regardless of ability
 - Requires K-12 districts to provide specialized services and instruction to students who qualify
- ADA (Americans with Disabilities Act)
 - Protects students from being discriminated against in the K-12 setting due to a recognized or perceived disability

The Law: High School, Continued

- K-12 students with disabilities are covered by one of the two laws:
 - Under IDEA, Individualized Education Plans (IEPs) are developed for students with learning disabilities.
 - Under ADA, students with chronic health issues and physical impairments typically receive 504 plans.

The Law: College

- Students with learning disabilities, chronic medical conditions and physical impairments are protected under ADA.
- Colleges are not subject to IDEA.
- IEPs and 504 plans do not carry over.
- The law provides less stringent requirements for colleges than it does high schools.

How ADA Works in College

- Presence of a disability does not guarantee services
- Colleges are not responsible for identifying students with disabilities
- Responsibility is on the student to self-identify
- ADA only requires colleges to provide students with *access* to programs
- Colleges are not required to provide specialized education or enough accommodations to make students as “successful” as their peers

Self Assessment: Understanding How You Learn

- Understand your learning disability or medical diagnosis and how it affects you as a person and a student
- Be able to describe your learning disability or medical diagnosis in plain language
- Recognize your strengths and weaknesses
- Be able to describe the learning strategies/accommodations that work for you
- Note the accommodations that you use now and those accommodations you no longer need

Types of College Programs for Learning Disability Support

- **Structured-** Most Comprehensive
- **Coordinated Services-** Less Comprehensive
- **Services-** Least Comprehensive

Structured Programs

- Most comprehensive services
- Staff is certified in learning disabilities and special services
- Staff and student are involved in structured plans to meet learning needs
- A contract detailing student participation and responsibilities may be required
- Development of specific skills/remedial courses are required
- A separate application to the program may be required
- Additional fees for services may be required
- Most appropriate for students who required significant modifications or accommodations in high school

Coordinated Services

- Services are less comprehensive than in structured programs
- Specific skills courses or remedial courses may be available
- Common accommodations available
- Appropriate for students who have received some modifications/accommodations in high school mostly on an “as needed” basis

Services

- Least comprehensive category of programming
- Comply with federal mandate to provide reasonable accommodations to all students who are found eligible
- Most appropriate for students who require minimum accommodations in high school but would feel more comfortable knowing they are available

Identifying Programs

- What type of program(s) is right for you?
 - Structured
 - Coordinated
 - Services
- What colleges offer these programs?
- Of those colleges, which are appropriate in terms of fit (competitiveness, location, size, majors offered, etc.)?
- Visiting schools is key to this process

Virtual College Courses

- Consider how virtual learning went for your child.
- Questions to ask while visiting schools:
 - Do I have a choice to be in-person or virtual?
 - Are any courses for my major only offered virtually?
 - What type of accommodations/virtual support can be offered?

Accommodations for Standardized Testing

Your school counselor will assist

- **SAT:** Apply in the spring of freshman year (or 4 months after the implementation of your plan)
- **ACT:** Apply after you register for the exam

Request only the accommodations used regularly for classroom tests, not necessarily everything in the IEP or 504.

The Application Process

- Varies by college
 - Refer to Special Services or Learning Disability Support Services website at individual colleges
- Students will submit a regular application to the college and, in some cases, a separate application to the Learning Support program
- Deadlines will vary
 - Some may be earlier than the general application deadline
- Review the NPHS Counseling Department's [Resource Packet for Students with Learning Differences](#)

Disclosure

- Students can decide to disclose their disability during any part of the admissions process or after acceptance... or not at all.
- Students applying to structured programs will likely disclose during the application process because a separate application is often required.
- Students should discuss this topic with their counselor and/or case manager during the college process.
- Schools cannot deny admission to students solely because they have disclosed a disability.
- Colleges are not required to alter their admission requirements for students with disabilities.
- Students may be denied admission upon disclosing a disability if the services they will require are more significant than those that can be provided by that particular school's program.

A [release form](#) must be signed by parent and student for the School Counselor to disclose information about a disability in a letter of recommendation.

Self-Identification and Documentation

- Students must identify themselves to the appropriate office.
- Students must provide the required documentation.
- Students who do not request services, even despite obvious impairments, will not receive services.

Required Documentation

- Proof of disability (varies by disability and college)
 - High school 504 plan, medical documentation, and/or IEP
 - Updated testing (usually Junior year of high school)
- Requirements can typically be found on the disability services website of the school
- The law allows colleges to determine documentation and eligibility requirements for receiving services

Types of Accommodations Available

If found eligible, some accommodations may include:

- Extended time (generally 50%) for in-class tests
- Access to audio books
- Access to texts in alternate formats
- Tutoring
- Note taking
- Testing environment (large group vs. small group)

Accommodations Not Typically Available

- Study Guides
- 100% extended time or more for exams
- Alternative format exams
 - Take-home
 - Essay vs. multiple choice
 - Oral exams
 - Projects instead of papers
- Extended time to complete papers and assignments
- Colleges do not have to waive curriculum requirements or modify curriculum

Accessing Services

- Once approved for services, it is typically the student's responsibility to notify their professors
- Focus at college is on encouraging self-advocacy, independent learning, development of compensatory strategies, and the use of assistive technologies
- Colleges may not offer some of the accommodations students have become accustomed to in high school, but support is typically available to students to help them develop strategies to account for these differences in accommodations

Next Steps for Students in Grades 9, 10 & 11

Students	Parents
<ul style="list-style-type: none"> • Self-Reflection-- what do you want in college/what is best for you? Utilize self-exploration tools: <ul style="list-style-type: none"> ◦ Scoir ◦ Job shadowing ◦ Elective course offerings ◦ Internship • Develop/Improve your organizational and study skills • Keep your Activities & Achievements (resume) up-to-date in Scoir • Practice self-advocacy skills • When visiting colleges, visit the disability support office 	<ul style="list-style-type: none"> • Help your child identify his/her strengths and weaknesses, interests, and preferences as related to activities both in and out of school. • Discuss with your child a plan for building his/her skills in those areas • Discuss strategies your child can employ to become more independent and allow him/her to practice while in high school • Encourage your child to develop self-advocacy skills and independence • Discuss your expectations with your child for the upcoming year

Next Steps for Graduating Seniors

Students	Parents
<ul style="list-style-type: none"> • Self-identify at college • Provide necessary documentation • Follow recommended steps for accessing services • Advocate for yourself • Seek ongoing advising • Monitor your progress; seek support when needed • Take advantage of office hours and tutoring services on campus 	<ul style="list-style-type: none"> • Discuss your academic and social expectations for college • Discuss strategies for maintaining independence • Discuss the importance of utilizing the support office at his/her college • Help your child to understand his/her rights, the process at the college, and the importance of good communication with professors and support staff

Closing

As it is for any student: the college search process is about “best fit,” and disability support is one component of that “fit.”

The student is the person best able to determine what level of support is needed and what type of program is most suitable.

Get support: School Counselor, Case Manager, Special Education and General Education Teachers...

Even at the colleges with highly structured programs, you are still first and foremost a student of that college, not of their disability support program.

Get out and visit: See a variety of schools and programs (virtually, if necessary).

Fairleigh Dickinson University Regional Center for Learning Disabilities

Thursday, March 23, 2023

Virtual Sessions

- **6:30** - Virtual Info Session
- **7:00** - Metacognitive Strategies Workshop
 - This session will include an overview of reading/studying/organizing strategies to assist students in their college careers.

Email Mary Hebert (hebert@fdu.edu) to register and obtain the link.

For more information and other Information Session Dates and Programming, please visit the [FDU Regional Center for Learning Disabilities website](#).



Resources

- **Affordable Colleges Online** - [College Resources for Students with Disabilities](#)
- **Best Colleges** - [Overview of College Resources for Students with Disabilities](#)
- **Books** -
 - [The K&W Guide to Colleges for Students with Learning Disabilities or ADHD, 15th Edition](#) (16th edition available for preorder)
 - [College Success for Students With Learning Disabilities: A Planning and Advocacy Guide for Teens With LD, ADHD, ASD, and More](#)
 - [Ready for Take-Off: Preparing Your Teen With ADHD or LD for College](#)
- **Center for Online Education** - [College Support for Students with Disabilities](#)
- **LD Online** - [Advising High School Students with Learning Disabilities](#)
- **National Center for College Students with Disabilities**
- **NPBS Counseling Department Website** > All Things College > [Students with Learning Differences](#) (download [resource packet](#))
- **Office of Civil Rights** - [Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities](#)
- **State of NJ Division of Disability Services**
 - *NJ Resources Guide:* [English](#), [Spanish](#)

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