

Lower Dauphin School District- Transition Assessments and Activities

Gr.	Trans. Assessments/ Who Is Responsible	Academic Assessments	Activities to Support Post- Secondary Education	Activities to Support Employment	Activities to Support Independent Living
	Transition addressed beginning at age 14.				
8	Parent Transition Survey Student Interest Inventory		<ul style="list-style-type: none"> Meet with counselor and case manager 	<ul style="list-style-type: none"> Meet with counselor and case manager 	<ul style="list-style-type: none"> Meet with counselor and case manager LS/ TAS program if indicated
9	Parent Transition Survey Student Interest Inventory *Name and date in IEP	<ul style="list-style-type: none"> Keystones 	<ul style="list-style-type: none"> Meet with counselor to review goals and credits Career Fair College packet 	<ul style="list-style-type: none"> Employability Skills Career Fair 	<ul style="list-style-type: none"> Meet with counselor and case manager LS/ TAS program if indicated
10	Parent Transition Survey Student Interest Inventory *Name and date in IEP Interview with Transition Coordinator-date	<ul style="list-style-type: none"> Keystones 	<ul style="list-style-type: none"> Meet with counselor to review goals and credits Career Fair College 	<ul style="list-style-type: none"> Career Fair Employability Skills 	<ul style="list-style-type: none"> Meet with counselor and case manager LS/ TAS program if indicated
11	Parent Transition Survey Student Interest Inventory *Name and date in IEP Interview with Transition Coordinator-date	<ul style="list-style-type: none"> Keystones 	<ul style="list-style-type: none"> Meet with counselor to review goals and credits ASVAB PAS class HACC tour HGA information Career Fair 	<ul style="list-style-type: none"> Resume Shadowing Career Fair Employability Skills Naviance Work Experience Apprenticeship Expo 	<ul style="list-style-type: none"> Voter registration Meet with counselor and case manager LS/ TAS program if indicated

12	Parent Transition Survey Student Interest Inventory *Name and date in IEP Interview with Transition Coordinator-date	<ul style="list-style-type: none"> • Keystones 	<ul style="list-style-type: none"> • Meet with counselor to review goals and credits • PAS class • Tour of HACC campus • Internship • HGA Information • ASVAB • Career Fair 	<ul style="list-style-type: none"> • Career Fair • Employability Skills training • Naviance • Work Experience • Internship • OVR referral • Apprenticeship Expo 	<ul style="list-style-type: none"> • Meet with counselor and case manager • LS/ TAS program if indicated • OVR referral • Voter registration
NOTES	IEP change from Indicator 13: ☺ On grid: Interview with Transition coordinator. (NOT meet with)	Agency information sheet to be given at IEP meetings. State why agencies were not invited. "Due to high level of functioning, no outside agencies were invited. Parents have been made aware of how to access information for possible service. At college, student is encouraged to contact the Office for Disability Services." On grid: "Information given about how to access the PA Secondary Transition website www.secondarytransition.org "	IEP change from Indicator 13: On grid: Information given and time allotted to attend ASVAB, HACC trip, Career Fair..... NOT "opportunity to" GOAL: "After graduation, Sally Student has the goal of attending college to study in the field of ..."	SDI : non-paid employability skills training at community sites Activity: employability skills training NO VOCATIONAL GOALS Work Experience /Internship is listed under course of study. GOAL: "After graduation, Stanley Student has the goal of competitive-or supported-employment in the field of"	If no goal "After review of the Independent Living Assessment, the IEP team has documented that a goal and related services for this area is not indicated at this time."

Lower Dauphin School District

Andy McCrea, Pupil Services (717) 566-5318
www.ldsd.org

Secondary Transition Information: Community Agency Contacts and Services

Case Management Unit: 1100 South Cameron St., Harrisburg, PA 17104

717-232-8761 Toll Free: 866-820-3516. The three main service areas are:

Mental Health: Helping children (age 3 and up) or adults who have mental health needs to access supports and services. Any adult or family of a child who is interested in discussing supports and services may contact CMU for intake and eligibility information. **Intellectual Disabilities:** Helping children (age 3 and up) or adults who have intellectual disabilities to access supports and services. Any adult or family of a child who is interested in discussing supports and services may contact CMU for intake and eligibility information. **Early Intervention:** Helping families access support and services for children from birth up to their third birthday. Any family who may have a concern about their child may contact us for a developmental evaluation. *CMU BECOMES AN INDIVIDUAL'S GATEWAY INTO, AND SUPPORT WITHIN, THE PUBLICLY FUNDED EARLY INTERVENTION, INTELLECTUAL DISABILITIES, AND MENTAL HEALTH SYSTEMS.

Pennsylvania Department of Labor & Industry, Office of Vocational Rehabilitation (OVR), 800-44-6351, (TTY) 866-830-7327. The mission of OVR is to assist Pennsylvanians with disabilities to obtain or keep a job. OVR is an eligibility-based program. OVR services are provided by vocational rehabilitation counselors Visit OVR at www.dli.state.pa.gov, click on disability services.

Center for Independent Living of Central PA (CILCP). Independent living specialists promoting and supporting the independence, inclusion, and integration for people with disabilities. 207 House Avenue, Suite 107, Camp Hill, PA 17011-2308, (717) 731-8150

Keystone Human Services: Keystone Human Services provides community-based services for children, young people, adults and families in Pennsylvania, Maryland, Delaware and Connecticut, as well as parts of Russia and Moldova. We provide services in the areas of intellectual disabilities, autism, mental health, early intervention, and children and family services. 124 Pine St., Harrisburg, PA 17101. (717) 232-7509

The ARC Dauphin County. The Arc of Dauphin County is a non-profit, family focused, membership organization that provides individualized, community-based services to support the dignity and respect of people of all ages who have intellectual and developmental disabilities. 2569 Walnut St., Harrisburg, PA 17103
(717) 920-2727 Toll free (877) 533-7098

UCP of Central Pennsylvania: Over the past 60 years, UCP Central PA has been meeting the needs of individuals of all ages with all types of disabilities and special needs, at every stage of life - from pediatric to geriatric. With our comprehensive array of programs and services, we can help you achieve greater independence in areas as varied as education, employment, housing, and social and recreational activities.

Social Security Administration (SSA) (800) 772-1213. SSA facilitates the payment of social security benefits to eligible individuals with disabilities. There are two major categories: (1) Social Security Disability Income (SSDI) for eligible individuals who meet insured status by nature of disability including medical requirements and adult children with disabilities; and (2) Supplemental Security Income (SSI) for eligible children and adults that meet specific medical and income criteria. Visit the SSA website at www.ssa.gov.

Pennsylvania Department of Public Welfare, Office of Mental Health & Substance Abuse Services, (877) 356-5355. OMHSAS maintains a comprehensive, community-based mental health system of care for every county in the Commonwealth based on the Child and Adolescent Service System Program (CASSP). OMHSAS provides positive outcomes for children/adolescents and their families with, or at risk of, mental health problems. Visit OMHSAS at www.dpw.state.pa.us/dpworganization/officeofmentalhealthandsubstanceabuseservices/index.htm



Pennsylvania Secondary Transition Guide

Welcome!

The purpose of this website is to provide youth, young adults, parents, and professionals with secondary transition resources to facilitate a young person's progress toward the attainment of post-secondary goals related to education, employment, and community living.

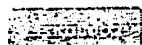
The Pennsylvania Secondary Transition Guide website is a continual work in progress. Bookmark this site and check back regularly for updates and additions.

Hot Topics and Upcoming Events in Secondary Transition

PA Local Transition Coordinating Councils

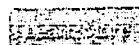
Agencies & Supports

Click the button below to access information and resources that link to Agencies and their supports.



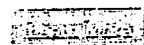
Community Living

Click the button below to access information and resources to support community living.



Employment

Click the button below for information regarding resources, agencies and supports in Pennsylvania that assist individuals in obtaining employment education, training, and job placement.



Financial Supports & Services

Click the button below to access information, including strategies and state specific resources related to finance, benefits, insurance, guardianship, wills and trusts.



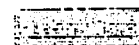
Health

Click the button below to access information regarding healthcare related issues.



Post Secondary Education & Training

Click the button below to access resources, supports and services related to post-secondary education and training.





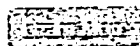
Recreation & Leisure

Click the button below to access information and resources to assist youth and young adults in exploring and participating in recreation and leisure activities throughout Pennsylvania.



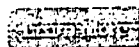
School

Click the button below to access information and resources on transition services and supports offered to youth while they are still school.

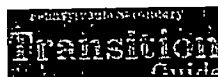


Self-Determination

Click the button below to access resources about self-determination and secondary transition.



[Home](#) | [Resources](#) | [About](#) | [What Is Transition](#) | [Contact](#)
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Obtaining Accommodation: The difference between High School and College

In High School.....

I am protected under IDEA (Individuals with Disabilities Education Act) as well as ADA and Section 504 of the Rehabilitation Act

Section 504 requires a school district to provide a free and appropriate public education

School districts must identify students who require accommodations.

School Districts must provide accommodations for all who qualify.

Accommodations are determined by the IEP team.

School districts provide accommodations that allow students to be successful with their curriculum

Your teachers will be informed about your accommodation needs by learning support services

In College....

I am protected under title II of the ADA (Americans with Disabilities Act) and section 504 of the Rehabilitation Act.

Section 504 does not make this requirement for post secondary institutions.

Colleges are not responsible for identification of students with disabilities.

Students must request accommodations and follow established procedures for obtaining accommodations.

Accommodations are based upon your disability and individual needs.

Colleges are not required to provide accommodations which fundamentally alter the nature of a program, lower standards or that are an undue burden.

The college will not know about your disability/needs unless you choose to disclose that information.

Students

Did you know that:

Postsecondary education is not a right; it's a choice.

- Students must apply and meet admission criteria for the institution of choice.
- SAT scores are required by 4-year colleges and universities.
- No SAT scores are required by community colleges. The only requirement is a placement test.
- Students must self-identify themselves to disability services to receive accommodations.
- Students are required to provide and pay for recent documentation supporting their disability.
- IEP's, 504's and ER's are NOT acceptable documentation.
- Colleges are NOT required to reduce or waive essential course requirements.
- Success in college is NOT guaranteed.
- Shortened assignments are NOT a reasonable accommodation.
- Use of notes on an exam is NOT a reasonable accommodation in college.
- Explaining questions using different words is NOT a reasonable accommodation.
- In college you must meet academic standards of a course.
- Students have control over their academic careers.
- It is legal for students with a disability to be academically dismissed from college.

Parents

Did you know that:

Postsecondary education is not a right; it's a choice.

- Colleges and universities cannot guarantee student success.
- Not all colleges and universities have disability service offices.
- Reasonable accommodations are made in order to level the playing field for qualified individuals with disabilities. These accommodations permit students with disabilities the opportunity to learn by removing barriers that do not compromise academic standards.
- Colleges are NOT required to reduce or waive essential course requirements.
- Students must demonstrate the mastery of assigned material. They do NOT receive "help."
- It is legal for a student with a disability to be academically dismissed from college.
- Once a student turns 18 or without guardianship, parents no longer have legal right to student information. (FERPA)
- Students with disabilities who come to college use the disability service office.
- Students have control over their academic careers.
- Admission criteria must be met for each individual college.
- SAT scores are used at 4-year colleges and universities.
- No SAT scores are required at community college level. The only requirement is a placement test.
- Students are required to provide and pay for the documentation supporting their disability.
- IEPs, 504s and ERs are NOT acceptable documentation.
- Documentation must be within 2 to 3 years and varies by each college.
- Students must self identify themselves to disability services to receive an accommodation.
- Accommodations and services in postsecondary schools are NOT automatic.

Educators

Did you know that: .

Postsecondary education is not a right; it's a choice.

- Admission Criteria must be met for each individual situation.
- SAT scores are used at the college and university level.
- No SAT scores are required at community colleges. The only requirement is a placement test.
- Students are required to provide and pay for the documentation supporting their disability.
- IEPs, 504s, and ERs are NOT acceptable documentation.
- Documentation must be recent, within 2 to 3 years, and varies by college.
- Students must self-identify themselves to disability services to receive an accommodation.
- Accommodations and services in postsecondary schools are NOT automatic.
- Enhanced assistive devices and accommodations are available if warranted by a student's disability and documentation.
- Colleges are NOT required to reduce or waive essential course requirements.
- Postsecondary schools may not charge a student for providing accommodations.
- Once a student turns 18 or without guardianship, parents and guardians no longer have a legal right to student information, including grades. (FERPA)
- Colleges and universities cannot guarantee student success.
- Reasonable accommodations are made in order to level the playing field for qualified individuals with disabilities. These accommodations permit students with disabilities the opportunity to learn by removing barriers that do not compromise academic standards.
- Not all colleges or universities have a disability service office.
- It is legal for a student with a disability to be academically dismissed from college.

Differences Between High School and College

High School	College
High school is an entitlement	College is a choice, a right to access.
High school is <i>mandatory</i> and usually free	College is <i>voluntary</i> and <i>costly</i>
Others structure your time	You manage your own time.
Permission is needed to participate in extracurricular activities.	The decision to participate in co-curricular or extracurricular activities is yours.
Parents and teachers remind you of your responsibilities and assist you in setting priorities and goals.	Balancing your time and setting priorities is now your responsibility.
Day-to-day decisions are made for you, so you have limited moral and ethical decisions to make.	You will make all your day-to-day decisions and many moral and ethical decisions will be part of those decisions.
High school days are planned; you proceed from one class directly to another, spending 6 hrs each day or 30 hrs a week in class.	In College there are sometimes hours between classes; class times are varied throughout the day and evening and you spend only 12 to 16 hours each week in class.
Teachers and parents arrange most of your classes for you.	Your advisor assists you in arranging your own schedule towards degree completion. Schedules tend to look lighter than they really are.
You are not responsible for knowing what it takes to graduate.	Graduation requirements are complex, and differ from year to year. You are expected to apply for graduation and know when you are eligible.
During your attendance in high school your parents have the right to participate in decisions that affect your learning: IEP and 504 Plan	Once a student turns 18, parents no longer have legal right to student information, unless they maintain guardianship.
School will make academic adjustments based on IEP or 504 Plans	Documentation of your disability is your responsibility. You are required to provide and pay for documentation of your disability. IEP and 504 Plan are not acceptable documentation.
High School can change academic requirements for you	College are not required to reduce or waive essential course requirements
High School is guided process and students are told what to do and how to behave.	College is a student responsibility and they are held to the consequences of their decisions.

Differences Between High School and College

High School Classes	College Classes
The school year is 36 weeks long; classes extend over both terms and some are divided between terms or weeks.	The academic year is divided into two separate 15-week semesters, plus a week of finals for each.
Classes generally have no more than 35 students.	Classes may numbers 100 students or more at university levels. Community college classes have similar enrollments to high school.
Outside study time varies from as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	For each class you should allow at least 2 to 3 hours per class for outside study.
You seldom need to read anything more than once, and sometime listening in class is enough.	You need to review class notes ant text material regularly. Read over notes after each class; re-write notes and re-read before going to the next class.
You are expected to read short assignments that are discussed, and often re-taught, in class.	You are assigned substantial amounts of reading and writing, which may not be directly addressed in class.
Learning is a matter of supplying students with information and testing them on the same.	Learning is formulating thoughts and critical thinking. Students must take responsibility for their learning; professors assume students have read materials and proceed as if it is done.

Differences Between High School and College

High School Teachers	College Professors
Teachers check your homework.	Professors do not always check homework, but they will assume you can perform the same tasks on tests.
Teachers remind you of your incomplete work.	Professors do not remind you of incomplete work.
Teachers watch and identify your problems and approach you if they believe you need assistance.	Professors are usually open and helpful, but they expect you to initiate contact if you need assistance.
Teachers are often available for conversation before, during, or after class.	Professors expect and want you to attend their scheduled office hours.
Teachers have been trained in teaching methods to assist in imparting knowledge to students.	Professors have been trained as experts in their particular areas of research.
Teachers provide you with information you missed when you were absent.	Professors expect you to get from classmates any notes from classes you missed.
Teachers often write information on the board to be copied in your notes and identify important information.	Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.
Teachers impart knowledge and facts sometimes drawing direct connections and leading you through the thinking process.	Professors expect you to think about and synthesize seemingly unrelated topics.
Teachers often take time to remind you of assignments and due dates.	Professors 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.
Teachers carefully monitor class attendance. Doctor's excuses are accepted for absences.	Professors may not formally take roll, but they are still likely to know whether or not you attended. Professors do not take doctor's excuses for absences; attendance policies are written on their syllabus, along with consequences for absences.
Teachers teach.	Professors provide opportunity to expand knowledge and develop thinking.

Differences Between High School and College

Testing High School	Testing College
Testing is frequent and covers small amounts of material.	Testing may be less frequent and may be cumulative, covering large amounts of material. There may only be one to four tests per term. A comprehensive final may be given.
Teachers may go over what will be on the test.	The preparation is the student's responsibility. The professor may review for the test or they may not.
Makeup tests are often available.	Makeup tests are seldom an option; if they are it is your responsibility to request them.
Teachers work around school activities for their testing dates.	Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
Teachers frequently conduct review sessions, pointing out the most important concepts.	Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.
Tests are modified and interpreted to help you understand what the teacher is asking.	Tests are verbatim. You are expected to know what the professor is asking, with no help given.
Passing a course is based upon your ability to reproduce what you have been taught.	Passing a course is based upon application of the principles taught.

Differences Between High School and College

Grades High School	Grades College
Grades are given for most assigned work.	Grades may not be provided for all assigned work.
Consistently good homework grades may raise your overall grade when test grades are low.	Grades on tests and major papers usually provide most of the course grade.
Extra credit projects are often available to help you raise your grade.	Extra credit projects may not be an option in college.
Initial test grades, especially when they are low, may not have an adverse effect on your final grade.	Watch out for your <i>first</i> tests. These are usually "wake-up calls" to let you know what is expected but they also may account for a substantial part of your course grade. You may be shocked when you get your grades.
You may graduate as long as you have passed all required courses with a grade of D or higher.	You may graduate only if your average in classes meets the departmental standard- typically a 2.0 or C.
In high school you must pass.	In college you can fail.

High School Academic Adjustments	College Accommodation
High School allows shortened assignments.	In college shortened assignments are <u>NOT</u> a reasonable accommodation.
High School allows the use of notes on exams.	Use of notes on exams are <u>NOT</u> a reasonable accommodation in college.
High School explains questions using different words.	Explaining questions using different words is <u>NOT</u> reasonable in college.
High School ensures success.	In college you must meet the academic standards of a course. Success is <u>NOT</u> guaranteed.
High School must pass students socially.	It is legal for a student with a disability to be academically dismissed from college.

Checklist for Preparing a Student with a Disability for a Postsecondary Education

Author: The Office for Disability Services

Penn State University

814-863-1807

Web site: www.equity.psu.edu/ods/

Ninth Grade:

Students Should:

- ☐ Attend and be involved in IEP meetings with parents, teachers and special education personnel.
- ☐ Ask the school about career assessments and exploration programs at the high school (e.g., Does the school provide career counseling or testing?).
- ☐ Meet with guidance counselors about courses required for college or postsecondary school (i.e., Foreign Language, Math, English, Science, etc).
- ☐ Discuss plans and goals with parents (What will I do after high school?). Discuss the costs related to plans and goals.
- ☐ Meet with guidance counselors about future plans. Obtain postsecondary school and college brochures available in the guidance office.
- ☐ Search Web sites for colleges and postsecondary schools to learn more about course requirements, potential majors, costs, services for students with disabilities, living arrangements, activities, student life etc.

Parents Should:

- ☐ Become involved with or remain involved with son/daughter's IEP process.
- ☐ Discuss career goals and college plans with son/daughter.
- ☐ Research postsecondary schools for programs of interest, costs and financial aid.

Tenth Grade:

Students Should:

- ☐ Continue attending IEP meetings and become more involved in the decisions made.
- ☐ Search the Internet and other resources (i.e., books, articles) to learn more about your condition.
- ☐ Identify how the condition impacts you in the classroom, at work, and in social settings. You should be able to discuss your condition and its impact with the IEP team.
- ☐ Learn more about the differences between academic adjustments in college and high school. For example, unlimited time maybe provided in high school, whereas 50% or 100% more time may be provided in college.
- ☐ Begin to utilize academic adjustments that are more in line with what is used in college (i.e., if student is using unlimited time on exams, switch to 50% or 100% more time). Individualized instruction and certain modifications used in high school will not be provided at the postsecondary level.
- ☐ Utilize an academic adjustment letter and self-advocate for academic adjustments in courses (i.e., if extended time is needed, the student should be provided with a letter from the special education department stating extended time is needed for testing. The letter should state a specific amount of time 50% or 100%. The student would make an appointment to meet with

their teacher, present the academic adjustment letter, discuss the academic adjustment, and make arrangements for the test adjustment). This is the process used in most postsecondary schools.

- ☐ Participate in a career assessment and make appropriate career choices. These choices should match your individual strengths and goals for postsecondary education.
- ☐ Research the entrance requirements for admission to postsecondary schools and colleges.
- ☐ Meet with guidance counselors to determine if the courses taken in high school meet the postsecondary school or college entrance requirements.
- ☐ Continue searching Web sites for postsecondary schools and colleges. Make a list of the schools that match areas of interest (i.e., major, location, size, cost, etc.).
- ☐ Visit and tour colleges and postsecondary school campuses.
- ☐ Become involved in activities beyond the classroom (i.e., clubs, sports, student government, community service, volunteer organizations, etc). Postsecondary schools look for these activities in addition to grades and test scores when determining admissions.
- ☐ Discuss options and choices with parents (e.g., a postsecondary school that the student chooses may not fit into the family budget).
- ☐ Take the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) for practice. Check the box that releases your name to colleges to receive brochures. Go to the College Board Web site for more information: <http://www.collegeboard.com/testing/>
- ☐ Consider taking the SAT II Subject Tests in your sophomore courses.

Parents Should:

- ☐ Continue involvement in the IEP process. Allow son/daughter to advocate for themselves during the IEP meeting including discussing their disability and needs in the classroom.
- ☐ Continue to discuss son's/daughter's post high school plans.
- ☐ Research information (e.g., via telephone calls and internet) regarding college and postsecondary costs, financial aid, and scholarships.

Eleventh Grade:

Students Should:

- ☐ Research college disability service office Web sites to learn about eligibility for services, documentation guidelines, and services offered.
- ☐ **Tour Postsecondary school campuses:**
 - ☐ Contact the disability services office for a face-to-face meeting with a disability service provider. Learn more about the academic adjustments offered. Services and academic adjustments you received in high school may not be appropriate or realistic for college.
 - ☐ Meet with a representative from the admissions office to find out admissions criteria. What will be needed in addition to filling out an application?
 - ☐ Meet with a representative from the financial aid office. What scholarships are available? How much is tuition, fees, living expenses, etc.? What financial aid programs and scholarships does the school offer?
 - ☐ Meet with advisors from the college to determine if you meet the entrance requirements for the college and major that you have chosen.
- ☐ Begin to wean off of unrealistic academic adjustments that would most likely not be provided in a post-secondary school or college, such as: unlimited time, open book tests, clarification of test questions, word banks, shorter tests, modified tests, limited choices, etc.
- ☐ Begin using academic adjustment letters for most courses, and self-advocate for academic adjustments in courses. For example, if extended time is needed for exams, the student should

present a letter from the Special Education Department for extended time (50% or 100%) to the teacher, and discuss the logistics related to the academic adjustment (i.e., date, location of exam).

- ☐ Register and take the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), if not taken in the tenth grade. For information regarding PSAT testing for students with disabilities, go to the following web site:
<http://www.collegeboard.com/ssd/student/index.html>
- ☐ Attend college fairs.
- ☐ Narrow career choices and goals.
- ☐ Discuss plans for college with parents.
- ☐ Continue to research college Web sites. Research application procedures, course requirements, and entrance requirements for colleges of interest.
- ☐ Identify tests required for admission at the college or colleges chosen: (e.g., SAT I, ACT Assessment, or SAT II Subject Tests).
- ☐ Submit application for accommodations for the SAT or ACT, if applicable. Information regarding testing accommodations for college board tests are located at the following Web site:
<http://www.collegeboard.com/ssd/student/index.html>
- ☐ Take the SAT or ACT. Discuss results with guidance counselor and parents.
- ☐ Contact the Office for Vocational Rehabilitation (OVR) for information about services for high school and college at <http://www.dli.state.pa.us/landi/cwp/view.asp?a=128&q=61197>.
- ☐ Complete an assistive technology assessment for college, if you plan to use assistive technology in college.
- ☐ The summer prior to senior year, visit the disability office, learning centers, computer labs and assistive technology labs at postsecondary schools and colleges of interest.

Parents Should:

- ☐ Continue involvement in IEP process. Allow son/daughter to advocate for themselves during the meetings.
- ☐ Continue discussing and narrowing down career goals and plans. Determine if college is a goal.
- ☐ Attend campus visits and tours with son/daughter.
- ☐ Research disability services office Web sites for information regarding eligibility for services, documentation guidelines, and services available at college.
- ☐ Accompany son/daughter to intake appointment (first time appointment) to the disability services office. Son/daughter should do most of the talking and questioning with regard to their condition, and services requested during this meeting. Parents may fill in the gaps when necessary.
- ☐ Research the Web sites of the colleges' son/daughter is considering. Parents should pay particular attention to admissions criteria, admissions deadlines, financial aid information, scholarship information, programs, cost, housing and food services.
- ☐ Give written permission for son/daughter to have contact with the Office for Vocational Rehabilitation (OVR), if appropriate. OVR Web site is located at:
<http://www.dli.state.pa.us/landi/cwp/view.asp?a=128&q=61197>
- ☐ Schedule son/daughter for an assistive technology assessment through OVR, or the high school, if applicable.
- ☐ Search the Web sites listed under Internet Resources for more information about college planning (see resources below).
- ☐ Search the Web sites listed under Internet Resources regarding transition to college for students with disabilities (see resources below).

Twelfth Grade:

Students Should:

- ☐ Narrow choices of postsecondary schools or colleges.
- ☐ Begin completing postsecondary school and college applications. Applying early in the selection process may increase the chance of getting into school or college of choice.
- ☐ Discuss transition options for work or college during IEP meetings.
- ☐ Stop using academic adjustments that would not be provided in postsecondary schools or colleges such as: unlimited time, open book tests, clarification of test questions, word banks, shorter tests, modified tests, limited choices, etc.
- ☐ Use academic adjustment letters for most or all courses, and self-advocate for academic adjustments in courses. For example, if extended time is needed for exams, the student should present a letter from the Special Education Department for extended time (50% or 100%) to the teacher, and discuss the logistics related to the academic adjustment (i.e., date, location of exam). The academic adjustments should be similar to those used in postsecondary schools and colleges.
- ☐ Contact disability services office at colleges to schedule and participate in an intake appointment.
- ☐ Research the disability services office Web site to review documentation guidelines.
- ☐ Submit documentation to the disability services office at the postsecondary schools or colleges that you have chosen.
- ☐ Ask the disability services office to review documentation to determine if it meets the guidelines.
- ☐ Discuss requested academic adjustments to determine if your request is reasonable (academic adjustments received in high school are not always appropriate for college). Most postsecondary schools provide academic adjustments on a course-by-course and case-by-case basis. Therefore, most postsecondary schools will not be able to tell you exactly what will be received every semester, but they should be able to ensure that you would be eligible or not for services at the postsecondary level.
- ☐ Once accepted, contact the disability services office to discuss academic adjustments for the freshman year placement testing. Typically, colleges have placement tests for English, Math, or Sciences. Students who do not meet college level in those areas may be required to take remedial courses.
- ☐ Meet with a professor, academic advisor, or representative of the college major you intend to pursue.
- ☐ Schedule an appointment with the Office for Vocational Rehabilitation (OVR) <http://www.dli.state.pa.us/landi/cwp/view.asp?a=128&q=61197> to discuss assistance available.
- ☐ Request and schedule an assistive technology assessment through OVR, if applicable.

Parents Should:

- ☐ Continue involvement in IEP. Son/daughter should be speaking for themselves during these meetings.
- ☐ Continue discussions with son/daughter about postsecondary school or college choices. Note admission deadlines for applications. Applying early in the selection process may increase chances of getting into college or postsecondary school of their choice.
- ☐ Assist son/daughter as they complete college applications.
- ☐ Contact the financial aid office to see if the costs of tuition, room or board are expected to increase.
- ☐ Complete the Free Application for Federal Student Aid at <http://www.fafsa.ed.gov/>
- ☐ Research disability services Web sites for information on eligibility, documentation guidelines, and services.
- ☐ Accompany son/daughter to intake appointment (first time appointment) to the disability services office. Son/daughter should do the majority of the talking and questioning about their condition in this meeting. Parents may fill in the gaps when necessary.
- ☐ Give written permission for son/daughter to have contact with the Office for Vocational Rehabilitation (OVR), if appropriate. OVR Web site is located at: <http://www.dli.state.pa.us/landi/cwp/view.asp?a=128&q=61197>

- ☐ Make sure that documentation for the disability services office has been sent, received, and evaluated for coverage under the American's with Disabilities Act (1990).

After Graduation:

Student Should:

- ☐ Contact the person that they met with in the disability services office after registering for courses (i.e., Summer semester, Fall semester). This will help to ensure that the disability services personnel are prepared for providing services for individual courses that you are registered. Remember that in college, academic adjustments are done on a case-by-case and course-by-course basis.
- ☐ Prior to arriving at college, schedule an appointment with the disability services office for the first week of the semester.

Internet Resources:

Career Exploration:

- ☐ <http://www.pennsylvaniamentor.org/>

College Planning:

- ☐ http://www.educationplanner.com/education_planner/
- ☐ <http://www.heath.gwu.edu/PDFs/FinancialAid05.pdf>
- ☐ <http://www.pheaa.org/>
- ☐ <http://www.pennsylvaniamentor.org/FinAid/>

College Choices:

- ☐ <http://www.pennsylvaniamentor.org/CampusTour/>

Transition to Postsecondary Education:

- ☐ <http://www.ed.gov/about/offices/list/ocr/transition.html>
- ☐ <http://www.pattan.k12.pa.us/>
- ☐ <http://www.postitt.org/index.shtml>

Questions to ask when visiting a college or university:

- Is the Director/Coordinator of Disability Services full-time?
- Who is the primary contact person?
- How many paid staff members are in the Department of Disability Services?
- What is the range of services provided by disability services?
- Are there specific programs for students with learning disabilities?
- What are the academic qualifications of individuals providing direct services to students with disabilities?
- Is tutoring provided through disability services?
- To how much tutoring is a student entitled?
- What are the policies concerning students who struggle in math?
- Is a foreign language required? Can a student with a documented disability substitute another course for the foreign-language requirement?
- Are there developmental or remedial programs?
- Do you have academic coaches?
- Are there extra charges or fees for the special programs or services?
- What services and accommodations are available?
- How long has a program been in existence?
- Can I speak with a group of students served by the program?
- What is the procedure for requesting accommodations?
- What type of accommodations does a student with my disability typically receive?
- What software programs do you have available for students with disabilities?
- How do parents communicate with the staff of Disability Services?