FOUNDATIONS
at Bishop John J. Snyder High School

11th Grade Transition Checklist

Preparing Students with Disabilities for Postsecondary Success

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Students Should:

- ☐ Research college disability service office websites 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 at Bishop John J. Snyder High school will be appropriateand realistic for college. You may find specific and unique offerings at various colleges and universities.
  - ☐ Meet with a representative from the admissions office to find out admissions criteria. What will be needed to apply and 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.
- ☐ Continue to utilize academic adjustments in line with what is used in college (if you transferred from another school, a student may be granted unlimited time on examsand/or modifications that are not granted at a college preparatory school. You will need to adjust to receiving 50% or 100% more time only, as colleges do not support modifications. Individualized instruction and certain modifications at your old school will not be provided at the postsecondary level.)
- ☐ Utilize an academic adjustment letter and self-advocate for academic adjustments in coursework. This applies to students eligible and granted a foreign language or physical education exception. The student should be provided with reviewed and signed documentation from Foundations and the school that cites state requirements and acknowledges Florida law. Share this exemption with your admissions advisor or counselor.
- ☐ Identify tests required for admission at the college or colleges chosen: (e.g., SAT I, ACT Assessment, or SAT II Subject Tests).
- ☐ Register and take the SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), for the second time. For information regarding SAT testing for students with disabilities, go to the following website: http://www.collegeboard.com/ssd/student/index.html
- ☐ Continue to research college websites. Research application procedures, course requirements, and entrance requirements for colleges of interest.
- ☐ Identify and submit application for accommodations for the SAT or ACT, if applicable. Information regarding testing accommodations for College Board tests are located at

the following websites: http://www.collegeboard.com/ssd/student/index.html or ACT https://www.act.org.

- ☐ Take the SAT or ACT. Discuss results with school counselor and parents.
- ☐ Attend college fairs.
- ☐ Narrow career choices and goals.
- ☐ Discuss plans for college with 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 the accommodations plan and formal plan 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 websites 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 his or her disability, differences, strengths and needs and the services requested during this meeting. Parents may fill in the gaps when necessary.
- ☐ Research the websites of the colleges your 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 Websites listed and Internet Resources for more information about college planning.
- ☐ Search the Websites listed and Internet Resources regarding transition to college for students with disabilities.

Internet Resources:

Career Exploration: See School Counseling and the Naivance Program. Your student has an account.

College Planning:
* http://www.educationplanner.com/education_planner/
* http://www.heath.gwu.edu/PDFs/FinancialAid05.pdf