FOUNDATIONS
at Bishop John J. Snyder High School

# 12th Grade Transition Checklist

## Preparing Students with Disabilities for Postsecondary Success

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**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 certifications and programs or college at your school counseling meetings.
- ☐ 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 exams and/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.)
- ☐ Usean 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 Student Services Office.
- ☐ Contact disability services office at colleges to schedule and participate in an intake appointment.
- ☐ Research the disability services office website 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.l 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. If you took the SAT or ACT,in most cases is waived. However, if your grades reflect a need for these tests, you may be required to take a placement test. Students who do not meet college-level requirements 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. ⑨ Request and schedule an assistive technology assessment through OVR, if

applicable.

**Parents Should:**

- ☐ Continue involvement with Formal Annual Plan meetings. Your son/daughter is already giving input for 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/ ⑨ Research disability services websites for information on eligibility, documentation guidelines, and services. Attend school couseling meetings and offerings for more information.
- ☐ 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.
- ☐ Make sure that documentation for the disability services office has been sent, received, and evaluated for coverage under the Americans 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 to provide 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 adn provide a copy of your record received by Foundations prior to your graduation.

# 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

**Transition to Postsecondary Education:** http://www.ed.gov/about/offices/list/ocr/transition.html

- ❖ http://www.postitt.org/index.shtml (Checklist for Preparing a Student with a Disability for College.doc)