

Parent(s)/Guardian(s) & Student Sample Checklist for Preparing Student with a Disability for Post-secondary Education/Vocational Training

| Ninth Grade | Date(s) Completed |
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| Student Should: | |
| Attend and be involved in IEP/Section 504 meetings with parents, teachers, and relevant personnel. Begin discussing the transition between high school and postsecondary schools, colleges, or work. | |
| Ask the school about career assessments and exploration programs at the high school. (Does the school provide career counseling or testing?) | |
| Meet with school counselors about courses required for college or postsecondary school that are needed to prepare for the career(s) of interest. | |
| Discuss plans and goals with parents (What will I do after high school?): Discuss the costs related to plans and goals. | |
| Meet with school counselors about future goals. 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, cost, services for students with disabilities, living arrangements, student activities, etc. | |
| Parent(s)/Guardian(s) Should: | |
| Become involved with or remain involved with the student's IEP/Section 504 process. | |
| Discuss career goals and college plans with the student. | |
| Research postsecondary schools for programs of interest, costs, and financial aid. | |
| Consider referral options to agencies that offer disability and vocational services (e.g. Vocational Rehabilitation). | |
| Tenth Grade | |
| Student Should: | |
| Continue attending IEP meeting(s) and become actively involved in the decisions made and the transition process. | |
| Search the Internet and other resources (e.g. books, articles) to learn more about your disability. | |
| Identify how the disability affects you in the classroom, at work, and in social settings. You should be able to discuss your disability, its impact on learning, and any accommodations you need with the IEP team. | |
| Learn more about the differences between accommodations in college and high school. For example, unlimited time may be provided in high school as an extended time accommodation, whereas 50% or 100% more time may be provided in college. | |
| Begin to utilize academic accommodations that are more in line with what is used in college (e.g. If the student is using unlimited time on exams, switch to 50%). Individualized instruction and certain modifications used in high school will not be provided at the postsecondary level. | |
| Participate in a career assessment and identify potential 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 related to your career choice(s). | |

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| Student Should: | |
| Learn how and when to disclose information about your disability to colleges, employers, and agencies. | |
| Meet with school counselors to determine if the courses taken in high school meet postsecondary school or college entrance requirements for the schools in which you are interested. | |
| Continue searching web sites for postsecondary schools and colleges that match your career interests. Make a list of the schools that match areas of interest (e.g. Major, location, size, cost, etc.). | |
| Visit and tour colleges and postsecondary school campuses. | |
| Get involved in activities beyond the classroom (e.g. clubs, sports, student government, community service, volunteer organizations, etc.). Post-secondary schools look for these activities in addition to grades and test scores when determining admissions. | |
| Discuss choices and options with parent(s)/ Guardian(s). | |
| Take PSAT or ACT for practice. For information regarding PSAT accommodations, go to the College Board website . | |
| For information regarding ACT accommodations, go to the ACT website . | |
| Contact Vocational Rehabilitation or other adult agencies to discuss eligibility for services. | |
| Parent(s)/Guardian(s) Should: | |
| Continue involvement in the IEP/Section 504 process. Encourage students to advocate for themselves during the IEP/Section 504 meeting including discussing their disability and needs in the classroom. | |
| Continue to discuss student's post high school plans. | |
| Research information regarding college and postsecondary costs, financial aid, and scholarships. | |
| Eleventh Grade | |
| Student Should: | |
| Research college disability service office web sites to learn about eligibility for services, documentation guidelines, and services offered. Make sure these services meet your needs. | |
| Tour postsecondary school campuses: | |
| <ul style="list-style-type: none"> • Contact the disability services office for a face-to-face meeting with a disability service provider. Learn more about the accommodations offered. Services and accommodations you received in high school may not be appropriate or realistic for college. • Meet with a representative for the admissions office to find out admissions criteria. What will be needed in addition to filling out an application? • Meet a representative from financial aid office. What scholarships are available? How much is tuition, fees, books, 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 accommodations that would most likely not be provided in a postsecondary school or college, such as unlimited time, open book tests, clarification of test questions, word banks, shorter | |

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| tests, modified tests, limited choices, etc. | |
| Eleventh Grade | |
| Student Should: | |
| Register and take the PSAT or the ACT, if not taken in 10 th grade. For information regarding PSAT accommodations, go to the College Board website . For information regarding ACT accommodations, go to the ACT website . Discuss results with your school counselor and parents. | |
| Attend college fairs. | |
| Narrow career choices and goals. | |
| Discuss plans for college with parent(s)/guardian(s). | |
| 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, ACT). | |
| Submit application accommodations for SAT or ACT, if applicable. Information regarding testing accommodation for College Board tests are located at the following the College Board website . | |
| The summer prior to senior year, visit the disability office, learning centers and computer labs at postsecondary schools and colleges of interest. | |
| If you haven't already done so, contact Vocational Rehabilitation and other agencies to discuss eligibility and services available, if student is eligible. | |
| Parent(s)/Guardian(s) Should: | |
| Continue involvement in IEP process. Encourage the student to advocate for himself/herself during the meetings. | |
| Continue discussing and narrowing down career goals and plans. Determine whether college or another training program is a goal. | |
| Attend campus visits and tours with student. | |
| Accompany the student to the disability services office. The student should do most of the talking and questioning with regard to him/her condition and services requested during this meeting. Parents may fill in the gaps when necessary. | |
| Research the web sites of the college's student is considering. Parent(s)/Guardian(s) should pay particular attention to admissions criteria, admissions deadlines, financial aid information, scholarship information, programs, cost, housing and food services. | |
| Twelfth Grade | |
| Student Should: | |
| Understand your rights and responsibilities as an adult when you turn 18, including sharing confidential information with colleges and agencies. | |
| Twelfth Grade | |
| Student Should: | |

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| Narrow choices of postsecondary schools or colleges. | |
| Begin completing postsecondary school and college application. Applying early in the selection process may increase the chance of getting into school or college of choice. | |
| Continue to discuss transition options for work or college during IEP/Section 504 meetings | |
| Stop using accommodations that would not be provided in postsecondary school or colleges such as: unlimited time, open book tests, clarification of test questions, word banks, shorter tests, modified tests, limited choices, etc. | |
| 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 to which you have applied and/or been accepted. | |
| Ask the disability services office to review documentation to determine if it meets the guidelines. If you are eligible for disability services, discuss the supports (for example, accommodations, tutoring, and counseling) you anticipate you will need. | |
| Discuss requested accommodations to determine if your request is reasonable (accommodations received in high school are not always appropriate for college). Most postsecondary schools provide accommodations on a course-by-course basis. Most postsecondary schools will not be able to tell you exactly what will be received every semester, but they should be able to tell you what you need to do to remain eligible for disability services. | |
| Once accepted to the college or school, contact the disability services office to confirm eligibility for disability services and discuss accommodations for the freshman year placement testing. Typically, colleges have placements tests for English and math. Students who do not meet college level in those areas may be required to take remedial/developmental courses. | |
| Meet with a professor/instructor, academic advisor, or representative of the college major you intend to pursue. | |
| Make sure you keep all appointments with colleges and other agencies, and provide all information they request. | |
| Parent(s)/Guardian(s) Should: | |
| Understand how their roles as parents/guardians when the student turns 18. | |
| Continue involvement in IEP/Section 504 process. Student should be speaking for themselves during these meetings. | |
| Continue discussions with student 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 student as they complete college applications. | |
| Contact the financial aid office. | |
| Complete the Free Application for Federal Student Aid (FAFSA) at FAFSA website in February. | |
| Research disability services web sites for information on eligibility, documentation guidelines, and services. | |
| Accompany the student to intake appointment (first time appointment) at the disability services office. The student should do the majority of the talking and questioning about him/her condition in this meeting. Parents may fill in the gaps when necessary. | |
| 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). | |

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| After High School Graduation: | |
| Student Should: | |
| Contact the person you met with in the disability service Center after registering for courses. This will help ensure that the disability services personnel are prepared for providing services for the individual courses for which you are registered. Remember that in college, accommodations are provided 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. | |

Definition of Terms

Accommodation: Adjustments (academic) made in course materials or instructional methodology that do not change the essential nature of academic and technical standards of the course. Adjustments made in the physical attributes of a classroom such as provision of tables and/or chairs, which do not disrupt the essential activities of the class or program.

Americans with Disabilities Act (ADA): The ADA is federal law which protects civil rights to **all individuals with impairments in our society** similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications.

American with Disabilities Amendment Act (ADAA): revised version of a document originally developed by the Chicago Office of the Office for Civil Rights (OCR) in the U.S. Department of Education (ED) to clarify the requirements of Section 504 of the Rehabilitation Act of 1973, as amended (Section 504) in the area of public elementary and secondary education. The primary purpose of these revisions is to incorporate information about the Americans with Disabilities Act Amendments Act of 2008 (Amendments Act), effective January 1, 2009, which amended the Americans with Disabilities Act of 1990 (ADA) and included a conforming amendment to the Rehabilitation Act of 1973 that affects the meaning of disability in Section 504. The Amendments Act broadens the interpretation of disability.

Disability: Section 504 of the Rehabilitation Act and the Americans with Disabilities Act protects and considers a person disabled if he or she:

- Has a mental or physical impairment that substantially limits one or more of the major life activities. Which could include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating , sleeping,

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walking, standing, lifting, bending, breathing, learning, reading, concentrating, thinking, communicating and working 42 U.S. C. 12102(4) (a) (2) (A)

- Major life activity also includes the operation a major bodily function, including but not limited to functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. 42 U.S.C. 12102 (4) (a) (2) (B).

Substantially Limits: Currently, the Equal Employment Opportunity Commission (EEOC) has defined “substantially limits” as follows:

- i. The term “substantially limits” shall be construed broadly in favor of expansive coverage, to the maximum extent permitted by the terms of the ADA. “Substantially limits” is not meant to be a demanding standard.
- ii. An impairment is a disability within the meaning of this section if it substantially limits the ability of an individual to perform a major life activity as compared to most people in the general population. 29 C.F.R. 1630.2(j). (May 25, 2011)

Documentation: Documentation which verify a person’s mental or physical impairment and which describe the impairment adequately for the college to be able to determine the degree of resulting limitation on major life activity to aid in the design of reasonable accommodations. These documents may include, but are not limited to, evaluations, psychological reports, etc. IEP’s (Individual Educational plan), 504 accommodation plans, and SOP (Summary of Performance) although providing information about a student’s educational experiences, are not sufficient documentation to deem the student eligible for services and accommodations.

Essential Nature of a Course: Colleges need to identify the essential elements of each course equipment and curriculum program. Colleges are not required to waive or substitute alternate courses in place of courses which are essential elements of programs.

Reasonable Accommodation: Academic adjustments (accommodation) or physical adjustments necessary to make a facility or activity accessible to qualified individuals with disabilities. Once the individual is determined otherwise qualified, the known physical or mental limitation is to be accommodated unless it can be shown that the accommodation would impose an undue hardship to the institution.

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Resources for School Staff and Student

[Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators website](#)

[Students with Disabilities Preparing for Postsecondary Education website](#)

Note: Contact Rachel Anderson MS, LVRC, CRC, Transition Specialist at Utah State Office of Rehabilitation for assistance with questions regarding eligibility/vocational testing at 801-538-7591.

Office for Disability Services at Penn State University, NCAHEAD and the Disability Services Resource Guide for NC Community Colleges, Adapted by Educational Equity and Special Education Section, Utah State Office of Education 2015.