

**College Transition Resource Packet**

- College Checklist (Activities for 9th-12th Graders)
- Questions to ask on college tours
- Difference between accommodations in high school vs. college
- Understanding accommodations vs. modifications
- Common Assistive Technology resources offered in college (it is recommended that you review this before visiting the college's Disability Services Department so you know what you would like to request during your intake)
- Additional College Prep Resource Links

\*I have received my College Transition Resource Packet from my Case Manager.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

# COLLEGE PREP CHECKLIST

(Activities for 9th-12th Graders)

NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_

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## 1. ACTIVITIES (GRADES 9-12)

- Attend school regularly
- Complete school work & homework regularly
- Learn how to navigate OnCourse/Naviance and how to utilize it as an academic support tool
- Check OnCourse regularly - monitor grades
- Work on increasing your ability to complete and hand in work on time, regardless of IEP accommodations
- Attend your Annual Review IEP meetings. Ask questions if you are unsure of anything.
- Read your IEP. Make sure that you understand your classification and the modifications that are in your IEP.
- Continuously reassess your strengths and your challenges
- If you benefit from extended time on tests, ask your case manager to apply for extended time for SAT (College Board) at least 3 months prior to testing.
- Participate in CP (College Preparation) classes, as appropriate
- Each year, identify an adult (teacher, counselor, case manager or administrator) who you can go to for help, if needed
- Work towards minimizing your reliance on modifications, as appropriate (changes to the curriculum such as shorter tests, test corrections, etc. ). **Colleges do not offer modifications.** They only offer accommodations (changes that help you access the curriculum such as extended time, audio books, speech to text).
- Take advantage of free National Honor Society peer tutoring, if needed
- Speak to your teachers to get extra help, if needed
- Participate in at least one activity, club, or sport per year (can be an outside of school activity)
  - A list of sports options can be accessed through the school's Athletic tab.
  - A list of club options can be accessed through the school's Students tab under Clubs and Activities.
- Sit for the PSAT in your 10<sup>th</sup> grade year
- Design your 4 year high school plan with your school counselor.

## **2. GRADE 11**

- Sit for the PSAT in the fall of your 11<sup>th</sup> grade year
- Attend a JUNIOR MEETING in the spring of your junior year with your School Counselor (parents should also attend)
- Visit Passaic County Community College (PCCC), Bergen County Community College. Or County College of Morris if you're considering a 2 year college
- Attend College Fairs & College information sessions at WHHS
- Following your junior meeting identify safety and reach schools (based on GPA, PSAT performance and School Counselor input) and discuss visiting schools with your parents (perhaps over spring break and/or the summer between 11<sup>th</sup> & 12<sup>th</sup> grade).
- Sit for the SAT and/or ACT in the spring of your 11<sup>th</sup> grade year if recommended to do so by your School Counselor. ACT accommodations are different than SAT. You must first schedule the testing, then immediately ask your case manager for accommodations. This must be submitted at least 3 months in advance.
- If you had evaluations completed, keep a copy of the evaluations to submit to colleges (if you apply for a 504 in college). Consider scanning a copy into a folder on your computer to make sure that they do not get lost.

## **3. GRADE 12**

- Sit for the SAT and/or ACT in the fall of your 12<sup>th</sup> grade year if recommended to do so by your School Counselor
- Log on to Naviance - complete necessary college application activities
- Finalize list of schools you will apply to
- Ask teachers if they will write a letter of recommendation in September
- Send out your applications before they are due (per college application deadlines)
- Familiarize yourself with the Office of Disability Services at the schools you apply to
- Secure copy of final IEP and most recent testing
- Once accepted, if you are applying for accommodations under Section 504, make an appointment with the Office of Disability Services and apply for services immediately. DO NOT WAIT UNTIL SEPTEMBER! If you are applying for a 504 plan, make sure you have your most recent IEP & an updated diagnosis (if applicable).
- Once accepted familiarize yourself with the steps you need to take at your new school to be successful and access help. Create a checklist.

**QUESTIONS TO ASK DURING THE COLLEGE TOUR AND VISIT WITH THE  
OFFICE OF DISABILITY SUPPORT SERVICES:**

College/University name \_\_\_\_\_

Date visited \_\_\_\_\_

Names and contact information for future reference \_\_\_\_\_

**Overall nature of the program/services offered**

1. Are the support services provided considered basic? (I.e. Students assume a high degree of responsibility for self-advocacy)? Yes \_\_\_ No \_\_\_
2. Are the support services provided considered coordinated services (i.e. DSS staff will assist with implementing/monitoring services)? Yes \_\_\_ No \_\_\_
3. Are the support services provided considered comprehensive/supportive services (i.e. Services provided as part of a program with clearly set goals, expectations and collaborative responsibilities)? Yes \_\_\_ No \_\_\_
4. Is there a program or support exclusively for students with LD or are students with LD served through your DSS office that exists for all disabilities? \_\_\_\_\_
5. If students with LD are served via an exclusive program, is there a fee for that program? Yes \_\_\_ No \_\_\_ What is the fee? \_\_\_\_\_
6. If there is a program exclusively for students with LD, is there a separate admission process into that program? Yes \_\_\_ No \_\_\_
7. If yes, what are those admission requirements? \_\_\_\_\_
8. Is there a formal orientation to the LD support program or to the DSS office? Yes \_\_\_ No \_\_\_
9. If so, when does this orientation take place? \_\_\_\_\_
10. What are common types of accommodations and support services that are available through the Office of Disability Support Services? (e.g. *extended time on tests, a distraction free testing environment, note taking assistance, audio books, priority registration, study skills training, academic advising...*). \_\_\_\_\_
11. What types of assistive or adaptive technology resources are available on the campus? \_\_\_\_\_
12. How are professors at the college notified about academic accommodations? \_\_\_\_\_
13. What provisions are in place in case an issue occurs with receiving accommodations? \_\_\_\_\_
14. Does the Office of Disability Support Services offer a particular place for students to take exams and/or to study? (e.g. *adistraction reduced environment*). \_\_\_\_\_
15. Are there services provided to assist freshmen students with the transition from high school to college? \_\_\_\_\_
16. What types of housing options or housing accommodations are available on the campus? \_\_\_\_\_
17. What types of resources are available on the campus that may be helpful to me? (e.g. *health center, counseling services, writing center, tutorial services...*). Are there fees for any of the on-campus services? \_\_\_\_\_

18. What types of community resources are near the college that may be helpful for me? (e.g. medical facilities, psychological services). Is the Office of Disability Support Services connected with any of these resources? \_\_\_\_\_
19. Do you provide information about the graduation rate and/or the retention rate for students who are served by the Office of Disability Support Services? \_\_\_\_\_
20. Are there provisions made for having to miss classes based on the nature of a particular disability or medical condition? \_\_\_\_\_

### Training and availability of support staff

1. If there is no separate program exclusively for students with LD, what is the training of the DSS personnel as it pertains to learning disabilities?
2. Do the staff of the DSS have any advanced degrees in special education, education or related fields? Yes \_\_\_ No \_\_\_ other \_\_\_\_\_
3. Is each student assigned to a specific staff member in the LD program or DSS program? Yes \_\_\_ No \_\_\_
4. How often does the student meet with his/her assigned counselor? \_\_\_\_\_
5. Are these meetings mandatory? Yes \_\_\_ No \_\_\_
6. Are the meetings conducted on an as needed basis? Yes \_\_\_ No \_\_\_
7. Who makes the decisions for the meeting frequency? \_\_\_\_\_
8. How is the content of the meeting determined (e.g. student need driven)? \_\_\_\_\_

### Admission Decisions

1. Who is responsible for the college admission decision?
  - a. \_\_\_ The college admission staff
  - b. \_\_\_ Team approach (admission and LD/DSS staff)
2. If I elect to disclose my learning disability on my admission application to explain a weakness in my academic record, will it be taken into consideration by the admission team? Yes \_\_\_ No \_\_\_
3. If yes, in what manner will consideration be given? \_\_\_\_\_

### Specialized tutoring

1. Is tutoring available in all content areas? Yes \_\_\_ No \_\_\_
2. Is remedial tutoring available? Yes \_\_\_ No \_\_\_
3. Is success strategy tutoring available (study skills, test taking, note-taking, time management, organizational skills, self-advocacy skills)? Yes \_\_\_ No \_\_\_
4. Is tutoring one on one? \_\_\_\_\_ In groups? \_\_\_\_\_
5. Who provides the tutoring?
  - \_\_\_ professionally trained educators with background in LD
  - \_\_\_ peer tutors
  - \_\_\_ other \_\_\_\_\_
6. Is there a separate fee for tutoring? Yes \_\_\_ No \_\_\_
7. Are the tutors supervised by the LD program or DSS office? Yes \_\_\_ No \_\_\_
8. Who advises students about course load and selection? \_\_\_\_\_

9. If it is the academic advisor, do they work in concert with the DSS office? \_\_\_\_\_
10. Is there preferred registration? \_\_\_\_\_
11. For students with language based or math disabilities, are course substitutions available for language or math requirements? \_\_\_\_\_

**Eligibility for services**

1. Will documentation be reviewed before I apply for admission? \_\_\_\_\_
2. Will I be informed if it meets documentation criteria necessary for support services? \_\_\_\_\_
3. How long does that process take? \_\_\_\_\_
4. How will I be notified of the results of the review? \_\_\_\_\_
5. How recent must my LD documentation be? \_\_\_\_\_
6. What specific documentation is needed? \_\_\_\_\_

## Accommodation Differences Between High School and College

In High School	In College
The school identifies students with disabilities.	The school protects a student's right to privacy and confidentiality.
The school district is responsible for evaluating and documenting the student's learning disability.	The student is responsible for providing current documentation of the disability to the college.
The school automatically incorporates accommodations into the student's daily schedule once a disability is documented.	The student must request accommodations each time they are needed.
The school modifies the educational programs.	The college makes reasonable adjustments in instructional programs which do not alter the essential content or requirements of a course or program.
Parents are advocates for their children	Students are their own advocates.
Special classes and placement must be available for students.	Colleges are not required to provide special classes or programs for students with disabilities.
Parents are notified and must give permission for any decisions regarding their son or daughter.	Parents are not notified of services their son or daughter requests unless the student grants permission for that information to be released.
An IEP meeting is held to determine placement and services.	Students work with college professionals to determine if services are appropriate.
The school provides assessment of disabilities at no cost	The school provides access to testing services which are accessible to persons without disabilities. May be cost involved
I.D.E.A. (Individuals with Disabilities Education Act)	A.D.A. (Americans with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
I.D.E.A. is about SUCCESS	A.D.A. is about ACCESS
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student.
Teachers may modify curriculum and/or alter pace of assignments	Professors are not required to modify curriculum design or alter assignment deadlines
Students are expected to read short assignments that are then discussed, and often re-taught, in class	Students are assigned substantial amounts of reading and writing which may not be directly addressed in class
Students seldom need to read anything more than once, and sometimes listening in class is enough	Students need to review class notes and text material regularly
I.E.P. or 504 plan may include modifications to test format and/or grading	Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. How tests are given (extended time, test proctors) are appropriate academic adjustments when supported by disability documentation.
Testing is frequent and covers small amounts of material	Testing is usually infrequent and may be cumulative, covering large amounts of material
Makeup tests are often available	Makeup tests are rarely an option, without permission from professor
Tutoring and study support may be a service provided as part of an I.E.P. or 504 plan	Tutoring DOES NOT fall under Disability Services and is not considered an academic adjustment or accommodation. Students with disabilities must seek out tutoring resources as they are available to all students.
Student's time and assignments are structured by others	Students manage your own time and complete assignments independently
Students may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation	Students need to study at least 2 to 3 hours outside of class for each hour in class
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

## **Accommodations and Modifications**

Being able to provide ample opportunities for success to all students requires a clear understanding of the needs of each individual student. Every student has a unique learning style, and some students require more help than others. Students who receive special education services have a plan in place to identify the type of support(s) that is needed.

One type of support is an **accommodation**, which is a change that helps a student overcome or work around the disability. A **modification**, which is a change in what is being taught to or expected from the student, is another type of support a student with an IEP may receive. Supports describe both modifications and accommodations.

**Accommodations** An accommodation is a change that helps a student overcome or work around the disability.

**Accommodation examples on a college level (all are based on the nature of the disability):**

### **Teaching and Learning**

- Use of recorder for lectures
- Use of assistive technology
- Use of American Sign Language interpreters/transliterators
- Use of particular types of desks and other furniture
- Use of comprehensive syllabi (more detailed syllabi)

### **Demonstrating Knowledge**

- Examination modifications (e.g., extended time or testing in a quiet environment)
- Extended time for assignments.

### **Meeting Academic Requirements**

- Use of a scribe or note taker
- Use of assistive technology
- Reduced barriers for physical access

### **Examples of accommodations NOT typically made**

- Personal assistants
- Individual personal tutors, coaches or personal assistive technology.
- **Anything that would reduce academic expectations or standards or eliminate essential components of any course.**

**Modifications.** Modifications change "what" is learned and therefore change the content of the grade-specific curriculum. **Usually a modification means a change in what is being taught to or expected from the student.** Modifications are not typically made on a college level.

**Modification examples (high school level):**

- Reduction of homework or class work
- Omitting story problems
- using specialized/alternative curricula and tests written at lower level
- simplified vocabulary and concepts
- alternative reading books at independent reading level
- Grading based on pass/fail or work completion



## assistive technology

- **assistivetechologycenter.org** – free service for NJ residents – borrow AT devices
- **note taking**
  - [livescribepen.com](http://www.livescribe.com/en-us/solutions/learningdisabilities/) <http://www.livescribe.com/en-us/solutions/learningdisabilities/>
  - audionote – (ipad and iphone) synchronizes notes and audio, automatically indexes your meetings, lectures, or study sessions; mimics the functionality of the LiveScribe SmartPens; free version allows 10 minutes per note/2 hrs max; paid version allows unlimited recording and emailing notes  
<https://itunes.apple.com/us/app/audionote-notepad-voice-recorder/id369820957?mt=8>
  - SoundNote – (ipad and iphone) Record audio while taking notes. The app will sync your audio up with your notes. The notes can be exported through email into another note taking system like Evernote. Mimics the LiveScribe SmartPen.  
<https://itunes.apple.com/us/app/soundnote/id364789577?mt=8>
  - voice note (google chrome extension) (speech to text)  
<https://chrome.google.com/webstore/detail/voicenote-ii-speech-to-te/hfknjgplnkgjihghcidajejfmldhibfm?hl=en>
- **reading**
  - [bookshare.org](https://www.bookshare.org/cms/get-started/sign) <https://www.bookshare.org/cms/get-started/sign> (free)
  - [learningally.org](https://www.learningally.org/Educators/Why-Audiobooks) (99.00 per year)  
<https://www.learningally.org/Educators/Why-Audiobooks>
  - [accesstext.org](https://www.accesstext.org/index.php) (through colleges – textbooks)  
<https://www.accesstext.org/index.php>
  - [reading pen](https://www.amazon.com/Wizcom-WRP2-ReadingPen-Assistive-Scanning/dp/B004BD3KTU) <https://www.amazon.com/Wizcom-WRP2-ReadingPen-Assistive-Scanning/dp/B004BD3KTU>
  - Speak it! – (chrome extension) Copy emails, documents, web pages, PDF files, and more; paste them into Speak it!, and have the text spoken back to you with the highest quality text to speech engine available anywhere. You can even create the same quality audio files of the text to speech which can then be emailed to anyone you like!  
<https://chrome.google.com/webstore/detail/speakit/pgeolalilifpodhceocdmbbehgnkkbak?hl=en-US>
  - Snap and read – (chrome extension)  
<https://chrome.google.com/webstore/detail/snapread-universal/mloajfnmjckfjbeeofdaecbelnbliden?hl=en> - reads text aloud, cites, translates, simplifies words
- **editing and writing papers**
  - [gingersoftware.com](http://www.gingersoftware.com/ginger-for-windows) – windows download. Proofread, edit, word prediction, vocab <http://www.gingersoftware.com/ginger-for-windows>
  - [naturalreaders.com](https://www.naturalreaders.com/) (text to speech and reads text as you type)  
<https://www.naturalreaders.com/>
  - [goqsoftware.com](http://www.goqsoftware.com/wordQspeakQ.php) (word prediction, voice to text and speech recognition)  
<http://www.goqsoftware.com/wordQspeakQ.php>
  - dragon – speech to text <http://www.nuance.com/dragon/index.htm>

- Typ-O – (ipad, iphone) A powerful word prediction engine and a sophisticated spelling error model to help you write, even if your spelling isn't perfect. The integrated synthetic voices let you inspect the word predictions before selecting them, and check your text before emailing or pasting it into other applications. <https://itunes.apple.com/us/app/typ-o-hd-writing-is-for-everybody!/id372971659?mt=8>
- Cowriter – (chrome extension)  
<https://chrome.google.com/webstore/detail/cowriter-universal-chrome/lahlmdogjpbllkonckkgbljegkijjbag?hl=en> - Co:Writer word prediction and speech recognition now go hand-in-hand to cover the widest range of student needs. It's built right into the Extension, so students can speak their responses in Google Drive, email, and websites then go back and edit with Co:Writer

- **math**

- [khanacademy.org](https://www.khanacademy.org)

## Additional College Prep Resource Links

- Resources for Individuals and Families with Disabilities:
  - <https://www.equalopportunitiesupportservices.org/developmental-disability-care-resources>
  
- Free Online interest survey to help determine possible careers options:
  - <https://www.mynextmove.org/>
  - Naviance
  
- Free PSAT/SAT Preparation Resource:
  - Link your College Board account with your Khan Academy Account (<https://khanacadamey.com/>)
  
- Resource for college scholarships:
  - GoingMerry.com
  
- Post-Secondary Transition Planning Webinars for Families
  - [https://planningforadulthoodlife.org/we\\_offer/archived-webinars-20.html](https://planningforadulthoodlife.org/we_offer/archived-webinars-20.html)