

# TAKING THE NEXT STEP

Helping Students with Disabilities Transition from High School to College

## STUDENT

As a FRESHMAN or SOPHOMORE:

- Attend your annual IEP meetings.
- Review your current IEP with parents and teachers to make sure you understand what it means.
- List the things you would like to do after high school.
- Identify courses for graduation and college admissions and include them in your IEP.
- Ask questions at IEP meetings when you don't understand something. Work your way up to leading or co-leading your IEP meetings.
- Identify social, interpersonal, communication, independent-living skills and needs.
- Select high school classes that will prepare you for college.
- Explore career options with guidance counselors, teachers and parents.
- Learn all you can about your disability and how it impacts your learning.
- Each year, review your transcript for high school graduation and college entrance requirements.
- Participate in extracurricular, community and volunteer activities.
- Register for the Pre-SAT or Pre-ACT tests and request accommodations, if appropriate.

## NOTES:

---

---

---





# TAKING THE NEXT STEP

Helping Students with Disabilities Transition from High School to College

## PARENT

When your child is a FRESHMAN or SOPHOMORE:

- Encourage your son or daughter's participation in IEP meetings.
- Review the current IEP with your son or daughter and teachers to make sure you understand what it means.
- Throughout high school, help your son or daughter select classes that will prepare him/her for college.
- Help your child understand the nature of their disability and how it impacts their learning.
- Encourage your son or daughter to be aware of and identify their social, interpersonal, communication, and independent-living skills and needs.
- Discuss various career options.
- Each year, review with your son or daughter their high school transcript to make sure they are completing the necessary courses for high school graduation and college entrance.
- Encourage participatioin in extracurricular, volunteer and community activities.

## NOTES:

---

---

---

---

---

---

---

---

---

---





# TAKING THE NEXT STEP

Helping Students with Disabilities Transition from High School to College

## EDUCATOR

For FRESHMAN or SOPHOMORE students:

- Help both parents and students understand early on that colleges function under a law different than the IDEA legislation.
- Educate parents and students that in college there is no IEP and the services and accommodations provided to the student in high school do NOT automatically continue in college.
- Work with the student so they understand it is their responsibility, not the college's, to identify and disclose their disability, if the student wants services or accommodations.
- Alert students and their families about their legal rights and responsibilities, as well as the college's legal rights and responsibilities.
- Familiarize students with the provisions of Section 504 of the Rehabilitation Act of 1973 and the 1990 Americans With Disabilities Act.
- Encourage families to begin dialoguing with college's Disabilities Support Services Office before high school graduation.
- Encourage students to be active members of their IEP team and have them lead portions of their team meetings before they graduate from high school.

## NOTES:

---

---

---

---

---

---

---

---

---

---



