



# High School Success Program

## Overview

The NorthBridge High School Success program is designed to assist high school students, helping them transition from high school to college or career. Many students and their parents recognize that high school is the perfect time for students to equip themselves with the knowledge and skills necessary to reach their higher education and career goals. NorthBridge recognizes this opportunity and is here to provide guidance and support to high school students as they navigate their educational journey. Through our program, we offer invaluable assistance, including tutoring and executive functioning coaching aimed at helping students gain the confidence to transition to a less-structured college or vocational environment. Our one-on-one sessions empower students with essential skills, tools, and strategies to overcome learning challenges and ensure a successful transition. The first step is examining the differences between high school and the higher education learning environment for students interested in college.

## The Transition Process

During the college transition process, students may not know where to begin. As a student with a previous Individualized Education Plan (IEP), or 504 Plan, entering the college or vocational environment without the same support will introduce a whole new set of questions and concerns.

Question	IEP	504 Plan
<b>What is it?</b>	A formal plan that details the special education services and supports a school will provide to meet the unique needs of a student with a disability. Includes specially designed instruction.	A formal plan for how a school will remove barriers so a student with a disability can learn alongside peers in general education. Doesn't include specially designed instruction.
<b>Which law covers it?</b>	The Individuals with Disabilities Education Act (IDEA). This is a	Section 504 of the Rehabilitation Act of 1973. This is a federal civil rights

	federal special education law.	law that protects against discrimination.
<b>What's in the plan?</b>	<p>The IEP is a written plan. It must include:</p> <ul style="list-style-type: none"> <li>• Any services the school will provide, including specially designed instruction and related services</li> <li>• Details about each service, like who provides it, for how many minutes a week, and where</li> <li>• Any accommodations (changes to the student's learning environment)</li> <li>• Any modifications (changes to what the student is expected to learn or know)</li> <li>• Any assistive technology or tools the school will provide</li> <li>• How the student will be included in general education classes and school activities</li> </ul>	<p>Unlike an IEP, a 504 plan doesn't have to be a written document. 504 plans generally include:</p> <ul style="list-style-type: none"> <li>• Any accommodations (changes to the student's learning environment)</li> <li>• Any assistive technology or tools the school will provide</li> <li>• Name of the person responsible for making sure the 504 plan is put into action Less common but possible to include:</li> <li>• Any services the school will provide</li> <li>• Any modifications (changes to what the student is expected to learn or know)</li> </ul>
<b>How does the plan track progress?</b>	<p>The IEP must include:</p> <ul style="list-style-type: none"> <li>• Present level of performance (skill levels at the start of the plan)</li> <li>• Annual goals that are measurable</li> <li>• How often the school will track the student's progress</li> </ul>	504 plans typically don't track progress or include annual goals.
<b>Who can get</b>	A student must meet the	A student must have a disability that

<p><b>a plan?</b></p>	<p>requirements for one or more of the 13 disability categories listed in IDEA. The disability must have an adverse or negative impact on how the student is doing in school. The student must also need specialized instruction to make progress in general education.</p>	<p>impacts one or more major life activities, such as reading or paying attention. Because IEPs have more requirements, a student who doesn't qualify for an IEP may still be able to get a 504 plan.</p>
<p><b>Who creates the plan?</b></p>	<p>The team that creates the IEP must include:</p> <ul style="list-style-type: none"> <li>● The student's parent or caregiver</li> <li>● At least one general education teacher</li> <li>● At least one special education teacher</li> <li>● A school psychologist or other specialist who can interpret evaluation results or other data</li> <li>● A district representative who has the power to approve school resources for the student</li> </ul>	<p>The rules for who creates 504 plans are less specific than for IEPs. The team that creates the plan may include:</p> <ul style="list-style-type: none"> <li>● The student's parent or caregiver</li> <li>● General and special education teachers</li> <li>● The school principal</li> </ul>
<p><b>When is a parent's consent required?</b></p>	<p>A parent or caregiver must consent in writing for the school to evaluate their child. They must also give written consent before the school can start providing the services in an IEP.</p>	<p>A parent or caregiver's consent is required for the school to evaluate a student</p>
<p><b>How often is the plan reviewed?</b></p>	<p>The IEP team must review the plan at least once a year. The student must be reevaluated at least once every three years to see if they still need an IEP.</p>	<p>The rules vary by state. Generally, a 504 plan is reviewed each year, and a reevaluation is done every three years or when needed.</p>

<b>When are families notified about changes?</b>	The school has to tell families in writing before the IEP team meets or makes any changes to the IEP.	The school has to tell families about a “significant change” to the 504 plan. Many schools send written notifications.
<b>How are disputes resolved?</b>	The school has to tell families about a “significant change” to the 504 plan. Many schools send written notifications.	Families with 504 plans have similar options. Learn about ways to resolve 504 plan disputes with the school.

From navigating accommodations to forming relationships with their professors - it all seems daunting. All students will benefit from the supported guidance in the very beginning and throughout their education journey so that after graduation, they’re prepared for the new school environment. To help smooth the transition process, below are a few important things to remember:

- The support systems are different in high school versus college.
- Knowing how to study is important.
- Success in college is about more than retaining academic knowledge.
- The student takes the lead.
- Self-advocacy and communication will be critical skills to have.
- It doesn’t have to be a race.

***Other Key Differences:***

<b>High School</b>	<b>College</b>
<ol style="list-style-type: none"> <li>1. Classes are typically back-to-back all day between 7 a.m. to 3 p.m. The schedule is structured by officials at the school.</li> <li>2. Classes will typically contain 35 students or less.</li> <li>3. Students may read once, retain the information, and listen in class. This</li> </ol>	<ol style="list-style-type: none"> <li>1. Classes are scattered throughout the day at different times. The student decides their schedule requiring stronger time management skills.</li> <li>2. Classes may be small or large with 100 students or more.</li> <li>3. Students may need to re-read text, review class notes, and revisit</li> </ol>

<p>might be all they need to do well.</p> <ol style="list-style-type: none"> <li>4. Teachers often write notes on the board for students to copy and write down.</li> <li>5. Teachers will impart knowledge to students, aiding them in making connections between ideas.</li> <li>6. Students attend several classes with classmates they know well. They will likely make friends while in their classes.</li> <li>7. Teachers provide reminders about assignment due dates and may allow late work.</li> <li>8. Teachers will sometimes collaborate with one another to better support their students.</li> <li>9. Teachers are more likely to reach out to the student if they notice the student needs support.</li> <li>10. Teachers expect their students to ask questions about the assignments and homework.</li> <li>11. Exams, projects, and assignments may be equally weighted.</li> <li>12. Students take frequent tests. Teachers often review the material or give assignments to help students review what they learned.</li> <li>13. Teachers expect questions during and after class.</li> <li>14. Teachers update students with work and notes in their absence.</li> <li>15. Teachers can support healthy habits by enforcing breaks and repeating course material to ensure students understand it.</li> </ol>	<p>lectures to do well.</p> <ol style="list-style-type: none"> <li>4. Professors lecture nonstop expecting the student to identify and write down the most important points.</li> <li>5. Professors share the information expecting their students to analyze and make connections for themselves.</li> <li>6. Students will meet classmates from different backgrounds with each new class they take. More effort may be required to make friends.</li> <li>7. College professors usually don't provide reminders and may refuse late work.</li> <li>8. Professors do not collaborate. They may not even know each other unless working in the same department.</li> <li>9. Professors are open to helping the student but the student must reach out for assistance.</li> <li>10. Professors expect students to reference the syllabus first before asking questions.</li> <li>11. Exams/projects may be more heavily weighted than other assignments.</li> <li>12. Students take only a few tests per semester. Students are expected to review and gather all the information they must know for the exam.</li> <li>13. Professors expect questions during office hours.</li> <li>14. Professors expect students to retrieve notes from classmates during an absence.</li> <li>15. Students are responsible for enforcing healthy habits, taking breaks and reviewing material without cramming.</li> </ol>
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