

# WHAT'S NEXT FOR IEP STUDENTS?: COLLEGE, CAREERS AND TRANSITION

# TRANSITION PLANNING



Useful Transition Websites:

<http://www.nytransition.org/>

<http://www.healthytransitionsny.org/>

## Question #1

Students can stay in school until the age of 21

TRUE

# WHAT YOU NEED TO KNOW AS A PARENT OF A HIGH SCHOOL STUDENT WITH SPECIAL NEEDS

All Students entering 9<sup>th</sup> Grade, except for (NYSAA) New York State Alternative Assessment students, are expected to earn a **New York State Diploma**.

Students with Special Needs whom have an IEP, can stay until the end of the year in which they turn 21.

# BE AN ACTIVE PARTICIPANT WITH YOUR CHILD'S EDUCATIONAL PROGRAM

- ◉ Meet with your child's counselor and discuss their 4 year plan, transition plans, grades, goals etc.
- ◉ Participate in CSE meetings, open houses and other informational school activities
- ◉ Support your child's needs, interests
- ◉ Keep in contact with case manager, counselor, administrator, teachers, psychologist etc.
- ◉ Develop and maintain active goals towards your child's transition plan/postsecondary options

## Question #2

A Career Development and Occupational Studies  
Commencement Credential and Skills  
Achievement Commencement Credential are both  
diplomas?

FALSE

# GRADUATION OPTIONS FOR STUDENTS WITH DISABILITIES

## ◉ Diploma Options

- Regents Diploma
- Local Diploma - Via Safety Net

## ◉ Non-Diploma Options

- CDOS - Career Development and Occupational Studies Commencement Credential
- SACC - Skills Achievement Commencement Credential (NYSAA only)

## Question #3

A Career Development and Occupational Studies  
Commencement Credential and Skills  
Achievement Commencement Credential can be  
used to enter college, military and trade schools?

FALSE



# A DISABILITY DOES NOT DISAPPEAR AFTER HIGH SCHOOL



# WHO'S DRIVING?



In high school, the **SCHOOL DISTRICT** is... the **PARENT** is... and the **STUDENT** is...



In an adult setting, the **STUDENT** is... the **SERVICE PROVIDER** is... the **PARENT** is...

## QUESTION#4

The transition planning process begins during your child's senior year of high school.

FALSE

# TRANSITION PLANNING

## GRADES 6-8

Students should be encouraged to:

- ◉ Reflect and evaluate
- ◉ Take responsibility for learning
- ◉ Develop communication skills
- ◉ Set personal goals
- ◉ Make appropriate choices based on personal preferences and interests
- ◉ Participate in decisions that impact the quality of their lives
- ◉ Advocate for themselves
- ◉ Develop good study skills
- ◉ Self-regulate

# TRANSITION PLANNING

## GRADES 9-12

Students should be encouraged to:

- ◉ Solve problems that act as barriers to achieving these goals
- ◉ Create action plans to achieve goals
- ◉ Self-regulate and self-manage day-to-day actions
- ◉ Research post-secondary education programs
- ◉ Get involved in school activities
- ◉ Learn Time Management skills

## QUESTION#5

**Students with Special Needs are entitled to changes in standardized testing conditions on entrance exams for institutions of postsecondary education**

**TRUE**

# TESTING CONDITIONS ON ENTRANCE EXAMS

- ◉ Federal law requires changes to the testing conditions that are necessary to allow a student with a disability to participate as long as the changes do not fundamentally alter the examination or create undue financial or administrative burdens.
- ◉ Examples of changes in testing conditions that may be available include, but are not limited to:
  - Braille;
  - Large print;
  - Fewer items on each page;
  - Tape recorded responses;
  - Responses on the test booklet;
  - Frequent breaks;
  - Extended testing time;
  - Testing over several sessions;
  - Small group setting;
  - Private room;
  - Preferential seating; and
  - The use of a sign language interpreter for spoken directions.

## QUESTION#6

Institutions of post-secondary education are permitted to ask an applicant if he or she has a disability before an admission decision is made.

FALSE



# QUESTIONS ABOUT YOUR DISABILITY STATUS

- ◉ Generally, institutions of postsecondary education are not permitted to make what is known as a “preadmission inquiry” about an applicant’s disability status.
- ◉ If an applicant meets the essential requirements for admission, an institution may not deny that applicant admission simply because he or she has a disability, nor may an institution categorically exclude an applicant with a particular disability as not being qualified for its program

## QUESTION#7

Academic Institutions are obligated to identify Students with Special Needs.

FALSE

# REQUESTING ACADEMIC ADJUSTMENTS

- ◉ A student has no obligation to inform an institution of post-secondary education that he or she has a disability
- ◉ If the student wants an institution to provide an academic adjustment or assign the student to accessible housing or other facilities, or if a student wants other disability-related services, the student must identify himself or herself as having a disability.
- ◉ Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.<sup>11</sup>
- ◉ Academic adjustments also may include a reduced course load, extended time on tests and the provision of auxiliary aids and services.

## QUESTION#8

There are many supports or services in place for Students with Special Needs that can help cover the cost of college tuition, housing, and/or job training.

TRUE

# WHAT NYS SERVICES HAVE ME COVERED?

## ◎ ACCESS-VR

- Adult Career and Continuing Education Services
- Vocational Rehabilitation

## ◎ OPWDD

- (Regional Offices)
- Office For People With Developmental Disabilities
- Developmental Disability Services Office

Please see ACCESS-VR & OPWDD Handout

# PAYING FOR POST-SECONDARY EDUCATION OR JOB TRAINING

- ◉ Students and families must apply for support.
- ◉ Organizations like ACCES-VR can work with your child to explore post-secondary options.
- ◉ Some organizations will begin working with your child as early as age 12.

## RESOURCES USED FOR THIS PRESENTATION INCLUDE:

- The Advocacy Center - Diploma Options & Meaningful Outcomes Power Point by Julie Buick
- Holy Childhood - Entitlement to Eligibility Power Point by Jeanne Ricigliano
- Advocates for Children of New York - <http://advocatesforchildren.org/home>
- <http://www.nysed.gov/> - Section 100.5 Commissioner's Regulations
- Transitional Experiences & Information by Pam Sacchitella & Angela Cattat
- U.S. Department of Education- Office for Civil Rights