

Quick Guide to Transition Planning



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Introduction

Transition planning is the process of identifying adult goals in the areas of living, learning, and earning and getting ready to achieve those goals through appropriate skill acquisition, programs, services, and instruction. Transition planning is an on-going and collaborative process with the student, student's family, education team, and any appropriate outside agencies. In New York State, transition planning is reflected in a student's Individualized Education Program (IEP) document beginning in the year in which a student turns 15.

Transition planning begins by gathering information on a student's strengths, preferences, interests, and skills. Often, this information is gathered through conversations and transition assessments (informal or formal). This information is used to help the student identify appropriate adult goals in training/education, employment, and independent living skills after high school (measurable postsecondary goals). Once appropriate goals are articulated, the team will identify what the student needs in order to achieve their goals later in life (transition needs).

To address any transition-related needs, the team will collaboratively identify an appropriate course of study for high school and any needed activities each year. The course of study could include the courses necessary for graduation, additional electives related to the student's interest area, activities to support employment readiness, or career and technical education. The transition plan will also outline any necessary activities to support the student in achieving their goals later in life (Coordinated Set of Transition Activities). These activities could include instruction in required skills, career or college exploration, community experiences, transition assessments, or applying to additional support services. There are many, many kinds of activities that could be included in a student's transition plan. Which activities are included is based on the student's individual needs.

It is very important to start the transition planning process early. Transition planning is an ongoing process that occurs, ideally, over many years. The student should be a central member in these decisions and participate to the maximum extent possible. The team will provide support and information, as necessary, to aid the process. If additional support will be beneficial after high school, the student may also apply for adult services. There are different types of services that could be provided after high school. To access these services, an individual must be determined eligible through an application process. The team can help identify possible areas of support and help the student and family through the application process.

The documents and information in this guide are intended to help you as you navigate the transition planning process.

Suggested Timeline for Transition Planning

		Age Range
	Administer initial career assessment	12*
	Complete periodic transition assessments (at least annually)	12-21*
	Develop a career plan and update annually (utilize goal setting & backward planning)	12-21
	Participate in strength-based person-centered planning	12-21
	Develop skills in self-determination & self-advocacy	12-21
	Explore community leisure activities	12-21
	Notify parents that transition services will be incorporated into the IEP (must be in IEP when student turns 15)	14 (or younger if appropriate)*
	Introduce and discuss transition services	14 (or younger if appropriate)*
	Develop post-school outcomes with student	14-21*
	Develop transition component of IEP and update annually	14-21
	Assure that copies of work-related documents are available <ul style="list-style-type: none"> • Social Security Card • Birth Certificate • Obtain Working Papers (if appropriate) 	14-17
	Identify and discuss the Diploma &/or Credential options available to the student and their progress towards graduation at annual review meetings.	14-17*
	Obtain parental consent for adult agency linkages	14-21
	Consider employment/volunteer experience	14-21
	Consider need for residential opportunities, including completing applications as appropriate	14-21
	Obtain personal ID card/ driver's license	16-18
	Develop transportation/mobility strategies	16-21
	Investigate SSDI/SSI/PASS/Medicaid programs	16-18
	Consider guardianship or emancipation	16-18
	Involve ACCES-VR/NYSCB as appropriate, 2 years prior to school exit and consider OPWDD (if not already determined eligible)	16-20* (or younger if appropriate)
	Investigate post-school opportunities (further educational or vocational training, college, military, etc...)	16-21
	Register to vote	18
	Male students register for draft	18
	Review health insurance coverage: Notify insurance carrier of disability & investigate rider of continued eligibility if needed	18 - 21

*These activities are required of school districts by Federal and New York State Law

Adapted from L. Dearlove Transition Timeline

PARENTS OF TEENAGERS SURVIVAL CHECKLIST

PREPARE COOKED MEALS

Can your teenagers:	no	some	usually	always
set a table?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fry bacon?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
make toast?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fry and scramble eggs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognize basic food groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prepare a balanced diet for a day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prepare a balanced diet for a week?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognize if foods have spoiled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
roast a variety of meats?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mash potatoes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
make salads?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cook vegetables?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMPARISON SHOPPING

Wearing Apparel

Can your teenagers:	no	some	usually	always
plan a wardrobe that includes school, leisure, and dress clothes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
buy shoes that fit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognize types of materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
check the quality of items?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
check seams to see how well they are constructed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
realize bargains?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
take advantage of sales?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
compare prices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
know to keep sales slips?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
know how to return items?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
figure percentages on sales items?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMPARISON SHOPPING

Groceries

Can your teenagers:	no	some	usually	always
select fresh fruits and vegetables?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
purchase a week's supply of food?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
buy within a budget?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
select quality meats?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
compare prices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
compare sizes? (can they recognize that a 12 ounce package of bacon is more expensive than a one pound package that is listed at the same price?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
take advantage of sale items?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use coupons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
determine what items have a long shelf-life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
identify what items spoil quickly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
make up a shopping list?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMPARISON SHOPPING

Appliances

Can your teenagers:	no	some	usually	always
compare prices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
check for quality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
evaluate discounts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GEOGRAPHY

Can your teenagers:	no	some	usually	always
navigate to most areas of your city?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
name surrounding towns and cities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use a road map?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tell you in which country they live?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
read road signs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ask help in directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MATHEMATICS

Can your teenagers:	no	some	usually	always
add?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
subtract?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
multiply?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
divide?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
figure averages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
figure percentages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
make change for one dollar?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
make change for ten dollars?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
make change for one hundred dollars?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tell time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
measure in inches?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
measure in feet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
measure in yards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognize common measurements and compare them? Such as:				
a teaspoon?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a tablespoon?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a cup?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a pint?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a quart?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a gallon?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

READING

Can your teenagers read:	no	some	usually	always
a novel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the daily newspaper?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
directions on medicine bottles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
directions on detergent boxes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cookbook instructions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
monthly statements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
traffic signs and symbols?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an index in a book?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
and use a telephone book?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
and use the white pages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
and use the yellow pages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
and use the encyclopedia?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
and use a library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HOME MAINTENANCE

Can your teenagers:	no	some	usually	always
replace a light switch?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
check the safety of an extension cord?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	no	some	usually	always
replace a fuse?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
replace a door hinge?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
replace a door knob?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hang a picture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
paint a room?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
paint trim on a house?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clean out guttering?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mow the yard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
trim around walks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use insecticides safely?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
store tools?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
put up a shelf?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
set a thermostat?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
replace and clean furnace and air-conditioner filters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
defrost a refrigerator?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clean the stove and oven?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
replace light bulbs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
get a key made?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clean the house:				
dust, vacuum, mop, wax?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clean and disinfect a bathroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
make a bed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
get rid of roaches?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tell which clothing should be laundered and which dry-cleaned?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wash and iron clothing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tell which cleaning fluids are best for what jobs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
do simple mending and sew on buttons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
contact the landlord or a professional for more serious problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPLIANCES

Can your teenagers operate:	no	some	usually	always
a toaster?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a stove?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a vacuum sweeper?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a dish washer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a clothes washer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a clothes dryer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a lawn mower?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a garbage disposal?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an electric mixer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an oven?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an iron?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(continues)

CARPENTRY

Can your teenagers use a:	no	some	usually	always
hammer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
screwdriver?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pliers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hand drill?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hand saw?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
level?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
square?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HEALTH

Can your teenagers:	no	some	usually	always
apply a tourniquet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clean a cut?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
apply simple bandages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
stop someone from choking on food?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
give mouth to mouth resuscitation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognize symptoms of colds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognize the cause of certain pains?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
treat a minor burn?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
decide when to use home remedies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
decide when to go to the doctor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
administer simple medication?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
identify minor infections?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use a thermometer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
supplement diet with needed vitamins?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
carry out a proper program of physical exercise?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERSONAL GROOMING

Do your teenagers:	no	some	usually	always
know how often to bathe, wash hair, brush teeth, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
know the importance of using a deodorant?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
know how to buy toiletries: razor blades, deodorant, toothpaste, shampoo, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognize quality in what they buy so they won't be misled by false advertising?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

no some usually always

realize the importance of making a neat, well-groomed appearance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
realize the importance of clean clothing and shined shoes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
know how to manicure their fingernails?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SEXUALITY

Do your teenagers:	no	some	usually	always
know the biological basics of sex?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
understand their own sexual drives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
accept responsibility for their own sexuality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
understand birth-control measures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
understand basics of sexual hygiene?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
know where to seek professional advice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
feel they can discuss problems with you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMUNICATION

Can your teenagers:	no	some	usually	always
dial a long-distance number?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dial station-to-station?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dial person-to-person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
call collect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
readily find emergency numbers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
organize and compose a personal letter and thank you note?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
converse well in private conversations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
state opinions backed by reason and fact?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CURRENT EVENTS

Can your teenagers:	no	some	usually	always
read the newspaper?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
watch the evening news and discuss current events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
know the name of president of the United States?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TRANSPORTATION

Can your teenagers:	no	some	usually	always
use public transit systems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
drive a car safely?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognize minor mechanical problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
take the car to a reputable mechanic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
change a tire?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
check the oil, water, transmission fluid and the windshield washer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be responsible for seeing that the car receives proper maintenance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EMPLOYMENT

Do your teenagers know how to:	no	some	usually	always
apply for employment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fill out an application form?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
write a business letter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mail packages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
obtain a social security card?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use a credit card?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pay monthly bills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
balance a checkbook?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
open a checking account?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
keep a bank account?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
open a savings account?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
apply for a loan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
write checks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fill out income tax forms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: *A Slice of Life*, by Fremont Union High School, 1980, Sunnyvale, CA: Fremont Union School District. Copyright 1980 by Fremont Union School District. Reprinted with permission.

WORK-BASED LEARNING READY TO WORK ASSESSMENT

NAME		Teacher 1	Teacher 2	Teacher 3	Parent	Student			
PROGRAM									
QUARTER									
OVERALL SCORE									
ZEST									
1	Actively participates								
2	Shows enthusiasm								
3	Invigorate others								
GRIT									
4	Finishes whatever he or she begins								
5	Tries very hard even after experiencing failure								
6	Works independently with focus								
SELF-CONTROL SCHOOL WORK									
7	Comes to class prepared								
8	Pays attention and resists distractions								
9	Remembers and follows directions								
10	Gets to work right away rather than procrastinating								
SELF-CONTROL INTERPERSONAL									
11	Remains calm even when criticized or otherwise provoked								
12	Allows others to speak without interruption								
13	Is polite to adults and peers								
14	Keeps his/her temper in check								
OPTIMISM									
15	Gets over frustrations and setbacks quickly								
16	Believes that effort will improve his or her future								
GRATITUDE									
17	Recognizes and shows appreciation for others								
18	Recognizes and shows appreciation for his/her opportunities								
SOCIAL INTELLIGENCE									
19	Is able to find solutions during conflicts with others								
20	Demonstrates respect for feelings of others								
21	Knows when and how to include others								
CURIOSITY									
22	Is eager to explore new things								
23	Asks and answers questions to deepen understanding								
24	Actively listens to others								
ACADEMIC PERFORMANCE									
25	Completes all assignments with quality and timeliness								
26	Uses tools appropriately and safely								
COMMITMENT									
27	Attends class with one or less absences per quarter								
28	Demonstrates loyalty & appreciation to the program & instructors								
SCALE									
1= Very Unlike the Student					140-120= Very Ready				
2= Unlike the Student					119-101= Ready				
3= Somewhat like the student					100-90 = Needs Minimal Support				
4= Like the Student					89-79 = Needs Support				
5= Very Much Like the Student					78-0 = Not Ready				

Road Map for Decision Making

By age 14

Be prepared to discuss types of diplomas/credentials:

- Regents
- Local
- CDOS Credential
- Skills & Achievement
- Commencement Credential



Know the requirements and what the degree/credential will mean after high school.

Ask yourself, "Will I be able to do what I want with this diploma/credential?"

Find out what Transition Services you will need next year...such as help with housing, recreation/leisure, medical services, self-advocacy, transportation, etc.

- _____
- _____
- _____
- _____
- _____

What agencies provide these services?

- _____
- _____
- _____
- _____

Prepare for your meeting by knowing the answers to these questions:

What job(s) would I like to have after finishing High School?

What kind of training would I like to pursue after High School?

What kind of additional educational experience would I like to have after High School? (College/University, Trade School) and in what field would I like to gain a degree?

How would I like to live after High School? (dorm, apartment, with family, etc.)

What are my strengths and talents?

What obstacles or challenges might I need to overcome?

Remember...Bring this to the meeting!

List the people who will support you as you plan for Transition (parents, guardians, school counselors, ACCES-VR counselors, teachers, adult service providers, friends). You may invite these people to your meeting.



Parents/Guardians: Please answer these questions:

- What are your goals for your child as an adult?

- What skills do you think your child will need to learn in order to be a successful and independent adult?

Student “Draft IEP” Interactive Tool



Research indicates that students who are involved in their special education program planning are more successful in school. However, many students do not even attend their IEP meetings, and of those who do, few participate in a meaningful way. Most report boredom and feeling uncomfortable – even wishing they were back in class!! The IEP meeting is solely devoted to the individual student and it is critical that their voice be heard and impact the decisions made. Like the other members of the IEP team, student participation will only be meaningful if they understand the purpose and what is going on. Preparation is important. The more knowledge students have of the process, the more engaged they will be.

This interactive tool helps students prepare information that is relevant to IEP development. It will assist them to develop their own “draft IEP” to be shared with the rest of the IEP team and serve as a helpful resource to facilitate their participation in the discussion.

The *Student “Draft IEP” Interactive Tool* was created by Naomi Brickel, Director of the Hudson Valley Special Education Parent Center, with assistance from Kaitlyn Stillwagon, Heather Manley, and Kerry McKenna.

<http://hvsepc.org/student-draft-iep-interactive-tool/>



This student developed document was developed at www.hvsepc.org. No personal identifying information was collected in generating this document. For information about replication with your state or school district's IEP form contact nbrickel@wihd.org

Developed by Naomi Brickel, Westchester Institute for Human Development



Parent - Student IEP Planning Report Worksheet:

Student's Name: _____ **School:** _____

Completed by: _____ **Date of CPSE/CSE Meeting:** _____

An effective IEP is developed based on accurate comprehensive information about the student. Goals, services, and an individualized program are built upon the identified strengths, needs, and functioning levels of the student that are discussed and determined at the CPSE/CSE meeting by the team. The parents – and student - are members of the committee and information they provide is as critical as that of any other member. Take some time to consider the following and submit the information to your CPSE/CSE at or before your child's meeting. Include your child's own input about the program if appropriate.

Parent Report:

1. My child's strengths are:

2. I have the following goals for my child for the coming year:

Academic: _____

Everyday functioning and/or behavior (including daily living skills): _____

Social: _____

Physical: _____

3. The components of the program that have worked for my child this year: _____

4. I have the following concerns about my child's skills and/or school program:

5. My child's goals for life after high school are: _____

6. I will submit the following information for the CPSE/CSE to consider at my child's meeting:
(List any reports from doctors, private therapists, or providers. (Attach copies of reports to this document): _____

Student Report:

7. The things that are working best about school this year are: _____

8. The things that are not helpful, or that I do not like about school this year are: _____

9. The things I am best at: _____

10. The things I need more help with: _____

Other Information or Concerns: _____

www.hvsepc.org



Westchester Institute
for Human Development

Developed by Naomi Brickel, MS.Ed.

Resources for Understanding the Pathways

Graduation Requirements Chart January 2018 update

<http://www.p12.nysed.gov/ciai/gradreq/Documents/DiplomaandCredentialSummary1.18.pdf>

New York State Diploma Requirements Applicable to All Students Enrolled in Grades 9-12

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/diplomarequirementsfinal011019.pdf>

Safety Net Options Available to Students with Disabilities to Graduate with a Local Diploma

<http://www.p12.nysed.gov/specialed/gradrequirements/documents/safety-net-options-students-disabilities-graduation-local-diploma.pdf>

Diploma Requirements Video Series

<http://www.p12.nysed.gov/ciai/gradreq/grad-requirements-videos.html>

Multiple Pathways

<http://www.p12.nysed.gov/ciai/multiple-pathways/>

<http://www.nysed.gov/memo/curriculum-instruction/process-approval-cte-pathway-assessments>

Regents Appeal March 2018

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/3-18appealformincludingell-swdmarch2018.pdf>

Compensatory Option

Memorandum and Checklist June 2017

<http://www.p12.nysed.gov/specialed/gradrequirements/documents/safety-net-scenarios-june-2017.pdf>

<http://www.p12.nysed.gov/specialed/gradrequirements/documents/compensatory-option-checklist-for-eligibility-june-2017.pdf>

Superintendent Determination for a Local Diploma Updated August 2018

<http://www.p12.nysed.gov/specialed/publications/superintendent-determination-option-august-2018.html>

Superintendent Determination for a Local Diploma Updated Form January 2018

<http://www.p12.nysed.gov/specialed/gradrequirements/superintendent-determination-form-jan-2018.docx>

CDOS Commencement Credential

Webinars and Information

<http://www.p12.nysed.gov/specialed/gradrequirements/home.html>

Pathway Option

<http://www.p12.nysed.gov/ciai/multiple-pathways/memos/cdos-graduation-pathway-option.html>

June 2016 CDOS Memo

<http://www.p12.nysed.gov/ciai/multiple-pathways/memos/cdos-graduation-pathway-option.html>

CDOS Credential Q & A September 2018 Revision

http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/cdos-pathwayq-9-18.ose_.pdf

Skills and Achievement Credential

<http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm>

Diploma Options for Puerto Rican Students

http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/diploma-options-for-puerto-rican-students-displaced-by-hurricanes-irma-o_.pdf

Information on the High School Equivalency Diploma/Test Assessing Secondary Completion (TASC)

<http://www.acces.nysed.gov/what-hsetasc-test>

Policies that Allow All Students to Participate in a High school Graduation Ceremony

<http://www.nysed.gov/memo/curriculum-instruction/chapter-32-laws-2018-relating-policies-allow-all-students-participate>

High School DIPLOMA

Regents Diploma: 65 Pass on 4 Regents Exams (ELA, Math, Science, History) + 1 Multiple Pathway assessment

*Appeal of 1 Score of 60-64

Local Diploma via Appeal for all students:

*Appeal of 2 Scores of 60-64

Local Diploma via Appeal for Students who are ELL:

*65 Pass on 4 Regents AND 55-59 on ELA OR

*65 Pass on 3 Regents, 60-64 Appeal on 1 Regents and 55-59 on ELA

Local Diploma via Safety Net for SWDS:

*Low Pass 55-64, or successful appeal of Score 52-54 for 1-2 Regents Exams

Local Diploma Compensatory Option for SWDs

*Student may score 45-54 on one or more of the required exams (excluding ELA and Math) if they compensate with scores higher than 65 on other exams AND meet district attendance and course requirements.

*English and Math scores must be ≥ 55, or appealed from 52-54

Local Diploma via Superintendent Determination for Students w/IEPs

* Student did not meet graduation requirements listed above

* Course and credit requirements for graduation are met

* ELA and Math scores must be ≥ 55, OR appealed from 52-54, OR Student met requirements for CDOS Credential

* Student participated in exams required for graduation, but did not pass in one or more subject areas.

* Superintendent determines student has demonstrated graduation level proficiency in the subject area.

Non-Regents Pathway assessments are not subject to the appeal

Parent must request this option

CREDENTIALS

(NOT High School Diplomas)

Career Development and Occupational Studies (CDOS) Credential

(Multiple Pathway assessment or exiting credential)

Students MUST be provided appropriate opportunities to earn a diploma and have access to the general education curriculum.

*Option 1

* Career Plan completed annually

* Minimum 2 units (216 hours) of study in CTE coursework/and or work-based learning (CTE coursework must contain at least 54 hours of work-based learning)

*Commencement level attainment of the CDOS Learning Standards.

* Completion of Employability Profile

*Option 2: Attainment of a nationally recognized work readiness credential.



Student Exit

College and Career Ready

Updated November 2018

High School Equivalency Diploma

Test Assessing Secondary Completion (TASC)

- Aligned with NYSED standards and Common Core
- Computer-based assessment
- In place as of 1/1/2014

Skills and Achievement Commencement Credential

*Began 2013-2014 school year

*NYSAA eligible and assessed

*Attend 12 years of school, excluding kindergarten, or is exiting at the end of year in which student turns 21

*Accompanied by Student Exit Summary form

Regents Diploma

Earn 22 credits: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, 3 ½ electives as well as fulfill attendance requirements and any other district requirements.



Assessment:

- Pass 5 required Regents exams with a score of 65 or higher on each exam, **or**
- Pass 4 required Regents exams (including *one* social studies) and either a Pathway Assessment or CDOS Commencement Credential

Appeal: One Regents exam (score between 60-64) may be appealed at the district level.

Eligibility requirements include:

- Regents exam taken 2 times
- Student has taken advantage of school-provided academic intervention
- Have a passing course average in subject under appeal
- Recommendation by teacher or department chairperson

A Regents or Local diploma is proof that a student has met the standards for graduation from high school in New York. Once the student earns a diploma he or she is no longer eligible to attend high school.

Non-Diploma Credentials

There are exiting certificates available that document students' levels of work-readiness.

These credentials are aligned with the NYS learning standards for Career Development and Occupational Studies, which are State standards focusing on vocational preparation.

Career Development and Occupational Studies (CDOS) Commencement Credential

Available to all students except those who take the NYS Alternate Assessment

Option 1:

- Master Commencement Level CDOS standards
- Complete 216 hours of CTE coursework and/or work-based learning activities (minimum of 54 hours of work-based learning required)
- Complete *Career Plan* documenting student vocational goals and preparation
- Complete *Employability Profile* documenting student skills and experiences

Or

Option 2: Student must pass a NYS Commissioner-approved National Work-Readiness Exam

Skills and Achievement Commencement Credential

Available to students with severe disabilities who take the NYS Alternate Assessment

- Students must attend school for at least 12 years, excluding kindergarten
- Documentation of the student's skills, strengths and levels of independence needed for post-school living, learning and working

A non-diploma credential is not a high school diploma. Most colleges, the military and many jobs, including union and civil service, require high school diplomas.

Diploma and Credential Options



Did you know ...

- High school diplomas represent achievement of NYS learning standards, required tests and course credits.
- There are two different diplomas – Regents and Local.
- There are several ways to earn diplomas and different requirements for each.
- Some students may also earn credentials – Career Development and Occupational Studies (CDOS) or Skills and Achievement Commencement Credentials.



Multiple Pathways (4+1) To Earn Regents and Local Diplomas

Students must pass Regents
exams in all four areas
listed below.



- ELA
- Math
- Science
- Social Studies (Either
Global Studies or US History)

Plus...

Students choose one Multiple
Pathway option from below:

Math (Different from Math exam above)
Science (Different from Science exam above)
Career and Technical Education (CTE) (Approved programs and assessments)
Languages Other Than English (LOTE)
Arts
CDOS Commencement Credential
The Multiple Pathway option replaces one Social Studies exam.

Local Diploma

Earn 22 credits: 4 ELA, 4 social studies, 3
science, 3 mathematics, ½ health, 1 arts, 1
language other than English (LOTE), 2 physical
education, 3 ½ electives as well as fulfill
attendance requirements and any other
district requirements.

**General Education Students and Students
with IEPs or 504 Plans**
Local Diploma Through Appeal:

- 3 Required Exams with scores of 65 or
higher **and**
- 2 Required Regents Exams with scores
of 60-64, successfully appealed

Students with IEPs and 504 Plans

Low Pass Safety Net
• 5 required Exams with scores of 55 or
better
• 3 required exams with scores of 55 or
better and two Regents exams with
scores of 52-54, successfully appealed
Compensatory Safety Net/Appeal

- Must score a 55 on math and ELA
exams. (Note: Appeal may apply
allowing student to score 52.)
- If student scores a 65 or higher on any
required exam, the score may
compensate for another exam score
between 45-54.

**Multiple Pathways Options and the CDOS
Commencement Credential may be used.**

Students
with IEPs
only

Superintendent Determination and Amendment Local Diploma

Upon written request from the parent or
guardian, the superintendent may conduct a
review of the student's coursework to determine
whether he or she has achieved graduation level
proficiency in the subject area where the student
was not able to obtain a passing score using
Safety Net Options.

In order to qualify students must:

- Earn 22 credits
- Participate in 4 required Regents exams
and either 1 Pathway Assessment or earn
the CDOS Commencement Credential
- Score a 55 or higher in math and ELA
(Note: Scores of 52-54 may be appealed.)

Or (amendment)

- Earn 22 credits
- Participate in 4 Required Regents exams
(this may include a Pathway Assessment)
and earn the CDOS Commencement
Credential

English Language Learners

**General Education Students and Students
with IEPs or 504 Plans
Local Diploma (Through Appeal):**

- 3 Required exams with score of 65 or
higher **and**
- 1 Required exam with a
Score of 60-64 **and**
- ELA exam score of 55-59



Differences between High School & Postsecondary for Students with Disabilities

APPLICABLE LAWS	
High School	College/Postsecondary
I.D.E.A. (Individuals with Disabilities Act)	A.D.A. (Americans with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973 and Free and Appropriate Public Education	Section 504, Rehabilitation Act of 1973
I.D.E.A. is about APPROPRIATELY AMBITIOUS PROGRESS	A.D.A. is about ACCESS
REQUIRED DOCUMENTATION	
High School	College/Postsecondary
I.E.P. (Individualized Education Plan) and/or 504 Plan which outlines what the student needs to have meaningful progress in the curriculum.	High School I.E.P. and 504 Plans are not sufficient. Documentation guidelines specify information needed for each category of disability or adult services. https://dsp.sa.ucsb.edu/prospective-students/documentation
School provides evaluation at no cost to student.	Student must get evaluation at own expense .
Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A (IEP) or a disability that affects major life functions (504).	Current documentation must provide information on specific nature of condition or disability, functional limitations, and it must demonstrate the need for specific accommodations.
SELF-ADVOCACY	
High School	College/Postsecondary
Student is identified by the school, and is supported by parents and teachers.	Student must self-identify to the Office of Accessibility/Disability Services, their employer, or adult services.
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student/young adult .
Teachers approach you if they believe you need assistance or remind you about assignments.	Professors/supervisors are usually open and helpful, but most expect you to initiate contact (self-disclose) if you need assistance.
Your time is usually structured by others.	You will need to manage your own time.
School counselors ensure that you have the necessary classes to graduate.	You must identify the classes needed to graduate and fulfill the requirements of your program.

PARENTAL ROLE

High School	College/Postsecondary
Parents/family have access to student records and they participate in the accommodation process.	Parents do not have access to student records without the student's written consent
Parents/family advocate for student.	Student advocates for self
Personnel talk freely with parent/family about student progress and planning	Personnel cannot discuss student with parent/family without student's written permission

CLASSES

High School	College/Postsecondary
Classes generally have no more than 35 students and support is often provided.	Classes may have over 100 students and are not always taught by the professor, teaching assistants may teach some classes.
You may study 0-3 hours each week and receive support in resource room.	You need to study 2-3 hours outside of class for each hour in class and advocate for your own support.
Students may participate in guided reading in class and minimal additional reading outside of class.	You are assigned substantial amounts of reading and writing which may not be directly addressed in class. Research papers that are 10-20 pages can be assigned and some classes may require over 100 pages of reading in a week.
Assignments can be completed in class or resource room.	Assignments are completed on your own time outside of class.
Expectations, assignments, and learning standards are clear and stated in each class.	The expectations may only be listed in the syllabus and you must find the important points from each reading/assignment/lecture.
Testing is frequent and covers small amount of material. Teachers often provide review sessions, pointing out the most important ideas.	Testing is usually infrequent and may be cumulative covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester. Professors rarely hold review sessions and you are expected to identify the most important material and prepare your own study guides.
Extra credit is often available to raise your grade.	Extra credit assignments are rarely available.

ANNOTATED IEP GUIDE

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

STUDENT NAME:	DISABILITY CLASSIFICATION:
DATE OF BIRTH: LOCAL ID #:	
PROJECTED DATE IEP IS TO BE IMPLEMENTED:	PROJECTED DATE OF ANNUAL REVIEW:

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)

Refer to "General Directions" Document <http://www.p12.nysed.gov/specialed/formsnotices/IEP/home.html>

In this section evaluation information will be added and described; may need to coordinate with psychologists and/or secretaries. It CANNOT be left blank. Include title of assessment (this is not required, but is best practice and usually included), date, and results. A summary of interpretation of the scores, including the instructionally relevant information understandable to the parent and educational team, could be included in this section. Instructional implications of an assessment can be summarized or included in the applicable section of the SPAMs.

Psychological assessment

Educational assessment

Speech & Language, PT, OT, & other related service assessments

Physical Examination, Medical assessment

Classroom Observation

Functional Behavior Assessment (FBA)

Level I/Transition Assessment

LAB-R, NYSESLAT (for LEP/ELLs)

State & District-wide Assessments; Transcript Information, Credits earned

ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS

LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:

REFER TO NYSED GUIDE TO QUALITY INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPMENT AND IMPLEMENTATION

www.p12.nysed.gov/specialed/formsnotices/iepguidance/IEPguideFeb2010.pdf

*Provide Description of Student's CURRENT Level of Performance. This is **BASELINE DATA** - the "CAN DO" in the "CAN'T DO" Areas; Include Progress toward meeting Annual Goals; "WHAT WORKS" – (Specific Strategies, Supports and Instructional Methodologies that Support Progress made); Describe Manifestations or Characteristics of the Disability that have been Observed.*

Expected rate of progress (includes current grades, effort, motivation, assessment implications, etc.)

FUNCTIONAL performance

Activities of Daily Living

Communication/Language

Reading & Writing

Math

Organization & Attention

Transition between/among activities

Learning Style

STUDENT STRENGTHS, PREFERENCES, INTERESTS: *(Can use a bulleted list)*

Include student's academic strengths, preferences and interests; consider student's post secondary goals. Be sure to include student voice!

ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT: *(Can use a bulleted list)*

*Identify student's **SPECIFIC skills deficits** as noted in the current performance areas;*

*Do **NOT** include recommendations for services or management needs.*

Parent's / student's voice regarding student's needs/skill deficits is clearly stated; provide parents with multiple opportunities to provide input; document (in student file) multiple attempts to contact parent (parent/teacher conferences, phone contact, e-mail, parent survey/questionnaire)

Best practice is to include a "null" statement (e.g. "Parent does not identify any concerns at this time") if no parent concerns are indicated.

SOCIAL DEVELOPMENT

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:

Give examples of what specific behaviors look like (include data) and possible strategies that work.

Student's relationship with adults and peers, social skills,

Ability to accept guidance, direction, and/or assistance from others:

Student's feelings of self, level of maturity:

Self determination, self – advocacy skills:

Play skills, taking turns, sharing (for preschoolers, early elementary)

Ability to work cooperatively with peers

Adjustment to School and Community

(Refer to SCANS and CDOS Skills for post-secondary training)

STUDENT STRENGTHS: *(CAN USE BULLETED LIST)*

Identify the student's strengths, social skills; consider recreation and community experiences.

SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

(Can use bulleted list)

Identify the skills deficits as noted in the current level of ability.

Include the parent's voice relating to concerns noted.

PHYSICAL DEVELOPMENT

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S MOTOR AND SENSORY DEVELOPMENT, HEALTH, VITALITY AND PHYSICAL SKILLS OR LIMITATIONS WHICH PERTAIN TO THE LEARNING PROCESS:

Include information related to gross, fine, & grapho-motor skills, sensory needs; medical conditions and/or medications as they impact educational performance, physical limitations or endurance. Can describe medical equipment (wheelchair, crutches, braces, AFO's, splints, etc); if applicable in this section.

STUDENT STRENGTHS:

Consider student's health, fitness and nutritional status; attendance, recreational interests, participation in physical education, sports or extra-curricular activities.

PHYSICAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

Include skill deficits impacted by the student's disability; If disability does not impact this (or any other) area – include null statement: There are no disability related needs at this time.

Parent/student concerns

MANAGEMENT NEEDS

THE NATURE (TYPE) AND DEGREE (EXTENT) TO WHICH ENVIRONMENTAL AND HUMAN OR MATERIAL RESOURCES ARE NEEDED TO ADDRESS NEEDS IDENTIFIED ABOVE: *(Can use a bulleted list) ONLY needs are included in this section. Include supports, strategies to be provided by the teachers, related services, and support staff. Needs should relate to the information (what works) and needs identified in the previous PLP sections. Do NOT include programs and services (1:1 aide) but WHAT that service is needed for (e.g. adult prompting and redirection).*

***Environmental Resources** – adapted routine or schedule, preferential seating (describe), size of group during instruction, additional transition time*

***Human Resources** – adult supervision, guidance or assistance to provide support, strategies, accommodations noted in PLP, assistance in developing self-regulatory strategies*

***Material Resources** – adaptive equipment/furniture, alternate instructional materials, assistive technology (high and low tech), graphic organizer, study guide, copy of notes, health care plan, etc*

EFFECT OF STUDENT NEEDS ON INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL STUDENT, EFFECT OF STUDENT NEEDS ON PARTICIPATION IN APPROPRIATE ACTIVITIES (Discuss student's barriers to success in general education).

Manifestation of disability in GEN ED SETTING ("appropriate activities" ONLY refer to preschoolers). Describe characteristics of the disability observed consistently that impact the student's ability to participate and show progress in the general education curriculum. This provides support for the least restrictive environment (LRE). Consider issues related to the environment, instructional methodologies, content, materials, and the student's ability to demonstrate what he/she has learned.

"What does it look like?"

STUDENT NEEDS RELATING TO SPECIAL FACTORS

BASED ON THE IDENTIFICATION OF THE STUDENT'S NEEDS, THE COMMITTEE MUST CONSIDER WHETHER THE STUDENT NEEDS A PARTICULAR DEVICE OR SERVICE TO ADDRESS THE SPECIAL FACTORS AS INDICATED BELOW, AND IF SO, THE APPROPRIATE SECTION OF THE IEP MUST IDENTIFY THE PARTICULAR DEVICE OR SERVICE(S) NEEDED. **MUST ADDRESS ALL AREAS WITH EITHER YES/NO/NA see attachment 2 in Guide to Quality IEP Development and Implementation**

Does the student need strategies, including positive behavioral interventions, supports and other strategies to address behaviors that impede the student's learning or that of others? Yes No

Does the student need a behavioral intervention plan? No Yes: **If yes, list behaviors addressed on BIP**

For a student with limited English proficiency, does he/she need a special education service to address his/her language needs as they relate to the IEP?

Yes No Not Applicable

For a student who is blind or visually impaired, does he/she need instruction in Braille and the use of Braille? Yes No Not Applicable

Does the student need a particular device or service to address his/her communication needs? Yes No

In the case of a student who is deaf or hard of hearing, does the student need a particular device or service in consideration of the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode?

Yes No Not Applicable

Does the student need an assistive technology device and/or service? Yes No If yes, does the Committee recommend that the device(s) be used in the student's home? Yes No **Consider Any Devices/Equipment Identified in Management Section**

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE IF DETERMINED APPROPRIATE)

MEASURABLE POSTSECONDARY GOALS

LONG-TERM GOALS FOR LIVING, WORKING AND LEARNING AS AN ADULT

Write: "The student's "goal is to", shall or will. (Keep in mind.... These are POST high school goals.)

EDUCATION (2 OR 4 YEAR DIPLOMA OUTCOME)/TRAINING (ON THE JOB TRAINING, COMMUNITY/ADULT EDUCATION, CERTIFICATE PROGRAM)

EMPLOYMENT: (COMPETITIVE, SUPPORTED, SHELTERED WORKSHOP)

INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE): (LIVE INDEPENDENTLY IN COMMUNITY, COLLEGE DORM, SUPPORTED APARTMENT, GROUP HOME; OBTAIN DRIVER'S LICENSE)

TRANSITION NEEDS

In consideration of present levels of performance, transition service needs of the student that focus on the student's courses of study, taking into account the student's strengths, preferences and interests as they relate to transition from school to post-school activities:

Transition Needs relate to the student needs to address with the support of the school in order to achieve MPSGs

- *Barriers to post secondary goals – consider skills related to self determination, advocacy or academic areas.*
- *Can make bulleted list of needs for this section*

Course of study statement is narrative

- *Should contain diploma student is going to achieve (must match with transcript section & with participation in state/local assessments).*
- *Should list courses/instruction related to post secondary goals*

This will help you to determine Coordinated Set of activities (and Annual Goals) needed for the coming year

MEASURABLE ANNUAL GOALS

THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS. **COLLABORATE WITH GENERAL EDUCATION TEACHERS, RELATED SERVICE PROVIDERS, AND PARENTS.**

<p align="center">ANNUAL GOALS</p> <p>WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT. THE GOAL(S) MUST BE MASTERED IN ONE YEAR.</p>	<p align="center">CRITERIA</p> <p>MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED</p>	<p align="center">METHOD</p> <p>HOW PROGRESS WILL BE MEASURED</p>	<p align="center">SCHEDULE</p> <p>WHEN PROGRESS WILL BE MEASURED</p>
<p><i>Student will <u>do what</u> (skill, behavior), to what <u>extent</u> (anticipated level – relates to baseline identified in PLP), under what conditions (across settings, in a specific situation) or givens (graphic organizer, equipment, strategies, etc).</i></p> <ul style="list-style-type: none"> • <i>Reasonable in number – to achieve in one year. Average # of goals depends on the severity of student needs.</i> • <i>ALL teachers and providers working with the student are responsible for Instruction & progress monitoring of annual goals.</i> • <i>Team Goals - No service-specific goals (Ex. No OT, PT, or Speech goals) – must be educationally based, not medically or curriculum related.</i> • <i>Must correspond to need/skill deficit in PLP.</i> • <i>Must be skill-based, not curriculum-based.</i> • <i>Must not be a GenEd expectation or a curriculum requirement for all students.</i> 	<p><i><u>How well and over what period of time</u> will student perform skill/behavior to indicate mastery of skill. (must be possible to achieve in one year).</i></p>	<p><i>Identify the procedures or methods used to collect data to monitor progress.</i></p> <p><i>Must be tangible – charts, checklists, rubric, student work samples, teacher made tests, etc. (teacher observation is not tangible).</i></p>	<p><i>How often methods will be used to review the data so progress can be monitored.</i></p> <p><i>Evaluation schedule should be frequent enough to allow adjustments to instruction; it could be different for each goal.</i></p> <p align="center">THIS IS NOT WHEN YOU REPORT PROGRESS TO PARENTS</p>

ALTERNATE SECTION FOR STUDENTS WHOSE IEPs WILL INCLUDE SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS

(REQUIRED FOR PRESCHOOL STUDENTS AND FOR SCHOOL-AGE STUDENTS WHO MEET ELIGIBILITY CRITERIA TO TAKE THE NEW YORK STATE ALTERNATE ASSESSMENT)

MEASURABLE ANNUAL GOALS

THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL CHILD, IN APPROPRIATE ACTIVITIES, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND, FOR A SCHOOL-AGE STUDENT, PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS.

<p>ANNUAL GOALS</p> <p>WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT</p>	<p>CRITERIA</p> <p>MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED</p>	<p>METHOD</p> <p>HOW PROGRESS WILL BE MEASURED</p>	<p>SCHEDULE</p> <p>WHEN PROGRESS WILL BE MEASURED</p>
<p><i>Student will <u>do what</u> (skill, behavior), to what <u>extent</u> (anticipated level – relates to baseline identified in PLP), <u>under what conditions</u> (across settings, in a specific situation) or <u>givens</u> (graphic organizer, equipment, strategies, etc).</i></p> <ul style="list-style-type: none"> • <i>Reasonable in number – to achieve in one year. Average # of goals depends on severity of student needs.</i> • <i>ALL teachers and providers working with the student are responsible for Instruction & progress monitoring of annual goals.</i> • <i>Team Goals - No service-specific goals (Ex. No OT, PT, or S/L goals) – must be educationally based, not medically or curriculum related.</i> • <i>Must correspond to need/skill deficit in PLP.</i> • <i>Must be skill-based, not curriculum-based.</i> • <i>Must not be a GenEd expectation or curriculum requirement for all students.</i> 	<p><i><u>How well</u> and <u>over what period of time</u> will student perform skill/behavior to indicate mastery of skill. (must be possible to achieve in one year).</i></p>	<p><i>Identify the procedures or methods used to collect data to monitor progress.</i></p> <p><i>Must be tangible – charts, checklists, rubric, student work samples, teacher made tests, etc. (teacher observation is not tangible).</i></p>	<p><i>How often methods will be used to review the data so progress can be monitored.</i></p> <p><i>Evaluation schedule should be frequent enough to allow adjustments to instruction and might be different for each goal.</i></p> <p>THIS IS NOT WHEN YOU REPORT PROGRESS TO PARENTS</p>

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL): **NYSAA students & preschool students must have objectives/benchmarks (3-4) for each goal**

Objective: (task analysis) – identify sub-skills that will support the achievement of the annual goal; may be specific to a related service.

Benchmark: incremental steps of the same skill identified in the annual goal; may include decreasing levels of support with increasing levels of skill ability; timeline for progress.

REPORTING PROGRESS TO PARENTS

Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents: **This is where you identify when parents will receive progress reports on Annual Goals.**

RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES

SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS*	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	LOCATION WHERE SERVICE WILL BE PROVIDED	PROJECTED BEGINNING/ SERVICE DATE(S)
<p>SPECIAL EDUCATION PROGRAM:</p> <p><i>Should NOT be filled in prior to CSE.</i></p> <p><i>Drop down menu – special ed programs identified in regs: <u>Preschool</u> § 200.16/200.9 and <u>school-age</u> § 200.6.</i></p>	<p><i>Identify group size, native language, etc.</i></p>			<p>Where in the building (not name of school). Identify gen ed. (specific academic area) OR special ed. setting</p>	
<p>RELATED SERVICES:</p> <p><i>Drop down menu – not finite list; see definition § 200.1(qq)</i></p>					
<p>SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:</p> <p><i>Must correspond to PLP - Identify specific supports noted in Management: (teacher aide, preferential seating, verbal prompts, etc).</i></p> <p><i>Transition Considerations:</i></p> <ul style="list-style-type: none"> <i>- Are they increasing or decreasing student independence?</i> <i>- Are they available to student in post-school settings?</i> <i>- Is the student aware of them and able to advocate for them in all settings?</i> 					

ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES: <i>Include equipment noted in PLP & Special Factors section (do not include medical equip.)</i>					
SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT: (services for staff) <i>e. g. training on specific disability such as autism, on assistive technology, behavior interventions, etc.</i>					

* Identify, if applicable, class size (maximum student-to-staff ratio), language if other than English, group or individual services, direct and/or indirect consultant teacher services or other service delivery recommendations.

12-MONTH SERVICE AND/OR PROGRAM – Student is eligible to receive special education services and/or program during July/August: **Cannot be left blank**

No Yes

Services can be provided to students with disabilities who...

- **Have intensive management needs**
- **Have severe multiple disabilities**
- **Are in home, hospital, or residential programs**
- **Require ongoing instruction to avoid substantial regression (as defined by NYSED ESY policy 2006)**

If yes:

Student will receive the same special education program/services as recommended above.

OR

Student will receive the following special education program/services:

SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS	FREQUENCY	DURATION	LOCATION	PROJECTED BEGINNING/ SERVICE DATE(S)
<i>Can be different from what was provided during school year.</i>					

Name of school/agency provider of services during July and August:

For a preschool student, reason(s) the child requires services during July and August:

TESTING ACCOMMODATIONS (TO BE COMPLETED FOR PRESCHOOL CHILDREN ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL CHILDREN):

INDIVIDUAL TESTING ACCOMMODATIONS, SPECIFIC TO THE STUDENT’S DISABILITY AND NEEDS, TO BE USED CONSISTENTLY BY THE STUDENT IN THE RECOMMENDED EDUCATIONAL PROGRAM AND IN THE ADMINISTRATION OF DISTRICT-WIDE ASSESSMENTS OF STUDENT ACHIEVEMENT AND, IN ACCORDANCE WITH DEPARTMENT POLICY, STATE ASSESSMENTS OF STUDENT ACHIEVEMENT - DO NOT USE **DIRECTIONS READ** AS A TEST ACCOMMODATION UNLESS YOU KNOW SPECIFICALLY THAT DIRECTIONS WILL NOT BE READ TO THE STUDENT.

TESTING ACCOMMODATION	CONDITIONS*	IMPLEMENTATION RECOMMENDATIONS**
<input type="checkbox"/> NONE		
<p><i><u>What accommodation is needed.</u></i></p> <p><i>Drop Down Menu – <u>not</u> a finite list</i></p> <p><i>Refer to NYSED guide from May 2006</i></p> <p><i><u>Test Access and Accommodations for Students with Disabilities</u></i></p>	<p><i><u>When accommodation will be provided:</u> (tests requiring at least one written paragraph) – NOT as needed, when requested, or for specific tests (regents). Can indicate the type of test (e.g. all timed tests).</i></p> <p>www.p12.nysed.gov/specialed/policy/testaccess/policyguide.htm</p>	<p><i><u>How accommodation will be provided;</u> specific recommendations for implementation (e.g. amount of extended time).</i></p>

*Conditions – Test Characteristics: Describe the type, length, purpose of the test upon which the use of testing accommodations is conditioned, if applicable.

**Implementation Recommendations: Identify the amount of extended time, type of setting, etc., specific to the testing accommodations, if applicable.

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE, IF DETERMINED APPROPRIATE).

COORDINATED SET OF TRANSITION ACTIVITIES (MUST BE COMPLETED WITHIN THE DURATION OF THIS IEP)

NEEDED ACTIVITIES TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES	SERVICE/ACTIVITY	SCHOOL DISTRICT/ AGENCY RESPONSIBLE
<p>Instruction Identify instruction student will be getting THIS YEAR (the year IEP is in effect) to support achievement of MPSGs.</p>	<ul style="list-style-type: none"> <i>MUST list activities for this one</i> <i>DO NOT USE DROP DOWN STATEMENTS</i> <i>"Student will be provided the opportunity to..."</i> <i>List courses as related to MPSGs</i> <i>Can be bulleted statements</i> 	<p><i>MUST list district and role (not name) of person responsible.</i></p>
<p>Related Services <i>Identify what related services are going to be provided THIS YEAR and how they will support the transition plan.</i></p>	<ul style="list-style-type: none"> <i>Can be bulleted– at least one statement per service</i> <i>Should correspond to related service section</i> <i>Identify activity/skill that will be addressed that relates to MPSG</i> <p><i>If none then write... "Considered, but not needed."</i></p>	<p><i>MUST list agency responsible if agency is paying for/providing service (agency must be invited to CSE with parent permission).</i></p>
<p>Community Experiences <i>Describe any community-based experiences that will be provided to the student THIS YEAR.</i></p>	<ul style="list-style-type: none"> <i>Consider job shadow for 11th /12th graders?</i> <i>School Clubs? Sports?</i> <i>Cannot be experiences that are not supported by the district (church, Boys/Girls club, etc...)</i> <p><i>If none then write... "Considered, but not needed."</i></p>	
<p>Development of Employment and Other Post-school Adult Living Objectives <i>Identify activities that school will provide student to support college/training, employment, and/or independent living goals.</i></p>	<ul style="list-style-type: none"> <i>MUST list activities for this one</i> <i>Include ACCESS (formerly VESID) application/ connection for seniors only</i> <p><i>Cannot be experiences that are not supported by the district (volunteer experiences, work obtained on their own).</i></p>	
<p>Acquisition of Daily Living Skills (if applicable) Identify activities to assist student in functional skills (Dressing, hygiene, self-care, health care, cooking, budgeting, etc.).</p>	<p><i>Think about - SCANS for skill areas</i> <i>Organization?</i> <i>Time management?</i> <i>If none then write... "Considered, but not needed."</i></p>	
<p>Functional Vocational Assessment (if applicable) Only identified in this area if going to be done this school year. Should only identify Level 2 or Level 3 (more intensive assessment assessments that must be completed by trained individual).</p>	<p><i>Do NOT list Level 1 Assessments - State prefers the phrase "Considered, but not needed" for any of these 6 areas in which no activity is required.</i></p>	

PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS

(TO BE COMPLETED FOR PRESCHOOL STUDENTS ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL STUDENTS)

- The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students.
- The student will participate in an alternate assessment on a particular State or district-wide assessment of student achievement.

Identify the alternate assessment:

Statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student:
Include information specific to the student's needs related to eligibility criteria for the NYSAA –student's limited cognitive abilities combined with physical limitations. e.g. "She is nonverbal and uses a picture communication device to communicate basic needs. She requires direct care for personal needs. Her chronological age is 12 but her instructional levels are at the Kindergarten level."

PARTICIPATION WITH STUDENTS WITHOUT DISABILITIES

REMOVAL FROM THE GENERAL EDUCATION ENVIRONMENT OCCURS ONLY WHEN THE NATURE OR SEVERITY OF THE DISABILITY IS SUCH THAT, EVEN WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES, EDUCATION CANNOT BE SATISFACTORILY ACHIEVED.

FOR THE PRESCHOOL STUDENT:

Explain the extent, if any, to which the student will not participate in appropriate activities with age-appropriate nondisabled peers (e.g., percent of the school day and/or specify particular activities):

FOR THE SCHOOL-AGE STUDENT:

Explain the extent, if any, to which the student will not participate in regular class, extracurricular and other nonacademic activities (e.g., percent of the school day and/or specify particular activities):

If the student is not participating in a regular physical education program, identify the extent to which the student will participate in specially-designed instruction in physical education, including adapted physical education:

EXEMPTION FROM LANGUAGE OTHER THAN ENGLISH DIPLOMA REQUIREMENT: No Yes - The Committee has determined that the student's disability adversely affects his/her ability to learn a language and recommends the student be exempt from the language other than English requirement.

Note: Consider student's post secondary plans; response can limit college options

SPECIAL TRANSPORTATION

TRANSPORTATION RECOMMENDATION TO ADDRESS NEEDS OF THE STUDENT RELATING TO HIS/HER DISABILITY

- None.
- Student needs special transportation accommodations/services as follows:
- Consider:**
- Special seating – e.g., near window, individual seat
 - Vehicle and/or equipment needs – e.g., harness, lift
 - Adult supervision or training
 - Type of transportation – e.g., small bus, door to door, curb to curb, individual transport
 - Other accommodations – e.g., permission to bring personal items or to use iPod on bus
- Student needs transportation to and from special classes or programs at another site: **Consider if student needs transportation from one site to another for services or programs to be provided.**

PLACEMENT RECOMMENDATION

The identification of placement must specify where the student's IEP will be implemented and should indicate the type of setting where the student will receive special education services. Determined by student NEED, not disability or availability of program.

For example:

- Public school district
- BOCES
- Approved private school or Special Act School District
- Home / Community Setting

13 Classification Categories of IDEA

1. Specific learning disability (SLD)

The umbrella term “SLD” covers a specific group of learning issues. The conditions in this group affect a child’s ability to read, write, listen, speak, reason, or do math. Here are some of the issues that could fall in this group:

Dyslexia

Dysgraphia

Dyscalculia

Auditory Processing Disorder

Nonverbal Learning Disability

2. Other health impairment

The umbrella term “other health impairment” covers conditions that limit a child’s strength, energy, or alertness. One example is an attention issue like ADHD.

3. Autism spectrum disorder (ASD)

ASD is a developmental disability. It covers a wide range of symptoms and skills, but mainly affects a child’s social and communication skills. It can also impact behavior.

4. Emotional disturbance

Children covered under the term “emotional disturbance” can have a number of mental health needs. They may include anxiety disorder, schizophrenia, bipolar disorder, obsessive-compulsive disorder, and depression (Some of these issues may be covered under “other health impairment.”)

5. Speech or language impairment

The umbrella term “speech or language impairment” covers a number of communication problems. Those include stuttering, articulation difficulties, language impairment, or voice impairment.

6. Visual impairment, including blindness

A child who has vision problems is considered to have a visual impairment. This condition includes both partial sight and blindness. If eyewear can correct a vision problem, then it does not qualify.

7. Deafness

Children with a diagnosis of deafness have a severe hearing impairment. They are not able to process language through hearing.

8. Hearing impairment

The term “hearing impairment” refers to a hearing loss not covered by the definition of deafness. This type of loss can change or fluctuate over time. Remember that being hard of hearing is not the same thing as having auditory processing disorder.

9. Deaf-blindness

Children with a diagnosis of deaf-blindness have both hearing and visual impairments. Their communication and other needs are so great that programs for the deaf or blind can’t meet them.

10. Orthopedic impairment

Any impairment to a child’s body, no matter what the cause, is considered an orthopedic impairment.

11. Intellectual disability

Children with this type of disability have below-average intellectual ability. They may also have poor communication, self-care, and social skills. Down syndrome is one example of an intellectual disability.

12. Traumatic brain injury

This is a brain injury is caused by an accident or some kind of physical force.

13. Multiple disabilities

A child with multiple disabilities has more than one condition covered by IDEA. Having multiple issues creates educational needs that cannot be met in a program for any one condition.

From <https://www.understood.org/en/school-learning/special-services/special-education-basics/conditions-covered-under-idea>

NAVIGATING ADULT SERVICES

	ACCES-VR 1-888-652-7062	NYSCB (716) 847-3516	OPWDD 1-800-487-6310	OMH (716) 816-2001	College Disability Services	ILC (716) 836-0822	Other Services
Contact Information	Adult Career and Continuing Education Services-Vocational Rehabilitation www.acces.nysed.gov/vr	New York State Commission for the Blind www.ocfs.state.ny.us/main/cb	Office for People with Developmental Disabilities www.opwdd.ny.gov/	Office of Mental Health www.omh.ny.gov	Individual college websites Collegiate Consortium of Disability Advocates http://www.wnycoda.org/ WNY College Connection www.wnycollegeconnection.com	Independent Living Center http://www.acces.nysed.gov/vr/isn/ilc/about.htm	Department of Labor www.labor.state.ny.us (716) 851-2600 Department of Health www.health.state.ny.us/ (716) 858-7690
Target Population	Adults (post-secondary) with a documented permanent disability that impacts their ability to seek, secure and maintain employment	Children and adults who are legally blind are eligible for vocational rehabilitation services	Children and adults with a documented developmental disability	Children and adults with a documented mental health diagnosis.	Adult college students who have a documented disability that requires they need accommodations in order to have equal access to education	Individuals with disabilities and Elderly individuals	DOL – Youth and adults looking for employment. DOH – Anyone with a health-related concern.
Eligibility	<ul style="list-style-type: none"> Physical or mental impairment Impairment impedes employment Ability to benefit from services Services are necessary to overcome employment barriers 	<ul style="list-style-type: none"> Legally blind visual acuity is 20/200 or less in the better eye Or Vision field of 140 degrees or less in the better eye Have one or more physical or mental impairments that keep them from working Need rehabilitation services to get or keep employment Benefit from services 	Documented developmental disability (prior to age 22) <ul style="list-style-type: none"> Intellectual Disability Autism Cerebral Palsy Epilepsy Neurological Impairment Closely related conditions that limit intellectual functioning 	Children (before 18): <ol style="list-style-type: none"> Severity of Problem Presentation Immediate need based on following dimensions: Psychosis, ADHD/Impulse Control, Depression/Anxiety, Oppositional Behavior, Anti-Social Behavior, Trauma Persistent home and school problems (2 yrs) <ul style="list-style-type: none"> Risk Behaviors Caregiver strengths/needs Adults (over 18): Diagnosed SPMI (Severely and Persistently Mentally Ill) by a licensed mental health professional	<ul style="list-style-type: none"> Self-declare disability Documentation of disability, that includes: <ol style="list-style-type: none"> a diagnosis of your current disability the date of the diagnosis how the diagnosis was reached the credentials of the professional how your disability affects a major life activity and how the disability affects your academic performance 	Independent Living Center All disabilities – check with local provider regarding documentation requirements.	NYS Department of Labor Universal access. NYS Department of Health Services are available based on an individual's disability or medical concern.

NAVIGATING ADULT SERVICES

	ACCES-VR	NYS CB	OPWDD	OMH	College Disability Services	ILC	Other Services
Cost	No cost to determine eligibility. Sponsorship in some services may be based on income and/or family resources	No cost to determine eligibility.	Services available through Medicaid	Services available through Medicaid	No Cost (Although College Tuition and Admission Fees still apply)	No cost	<u>NYS Department of Labor</u> No cost <u>NYS Department of Health</u> No cost
Services Offered	<ul style="list-style-type: none"> Vocational counseling Assessment Vocational education (e.g., college or technical/business school) Job placement services Job skills training Driver evaluation training Supported Employment Work related books, tools, licenses, and rehab technology Referral to outside agencies for additional supports 	<ul style="list-style-type: none"> Rehabilitation services Training for Employment Business Enterprise Program Programs for older adults Programs for children <ul style="list-style-type: none"> Services provided in home, community, and private rehabilitation services Counseling and guidance to family Advocacy services Educational consultation Vocational coordination 	<ul style="list-style-type: none"> Parent advocacy training Service coordination Family supports services and financial counseling Residential Support Supported Employment Community support services (in-home support, respite) Self-determination Environmental Modifications (adaptive equipment) Healthcare (Medicaid) 	Children and Adult Services: <ul style="list-style-type: none"> Clinic Treatment Day Treatment Family Support Services Functional Family Therapy Home and Community-Based Services Waiver Intensive Case Management (Medicaid) School-Based Mental Health Services Single Point of Access Supportive Case Management 	Accommodations Examples <ul style="list-style-type: none"> Note taker Enlarged print material Extra time on tests Tape record classes Textbooks on tape Computer voice input/output Alternate test locations Test/ assignments in electronic format Interpreter 	<u>Independent Living Centers</u> <ul style="list-style-type: none"> Client Assistant Program Peer counseling Housing assistance Advocacy Information and referral Living skills training 	<u>NYS Department of Labor</u> <ul style="list-style-type: none"> Unemployment Benefits Career Services <ul style="list-style-type: none"> Finding a job Planning your career One Stop services Worker Protection <u>NYS Department of Health</u> <ul style="list-style-type: none"> STD Clinic Obesity prevention Eating disorders Substance abuse prevention Pregnancy planning Traumatic Brain Injury
How to Access Services	<ul style="list-style-type: none"> Complete signed application Documentation of disability Availability to participate in assessment and training process Comply with requests of VR counselor 	<ul style="list-style-type: none"> Complete signed application Documentation of disability Participate in initial interview Provide necessary reports If eligible, work with a counselor to develop a plan for services and/or employment 	<ul style="list-style-type: none"> Phone call to DDRO Documentation of a developmental disability Complete Admission packet submit to local DDRO eligibility determination 	<ul style="list-style-type: none"> Application to County Department of Mental Health 	<ul style="list-style-type: none"> Self- declare disability at the Office of Disabilities Services at the college Documentation of disability 	<ul style="list-style-type: none"> Contact your local ILC 	<u>NYS Department of Labor</u> <ul style="list-style-type: none"> Contact local office <u>NYS Department of Health</u> <ul style="list-style-type: none"> Contact local office

Developed by Parent Network of WNY & RSE-TASC Western Region: Update 7-6-15

Glossary

Academic Accommodations: Modifications provided so that a student with a disability can participate in class, complete assignments, and share knowledge and ideas.

Accuplacer: Placement test used by most community colleges to determine the academic level of incoming students. Covers 3 subject areas: reading, writing, and math.

Assistive Technology: Technology that helps people with disabilities to participate in activities as independently as possible. This can include a whole range of resources: timer, magnifiers, hearing aids, communication tools, APPs, Velcro, calculators, IPADs, wheelchairs, etc.

Benefits Counselor: A professional, often employed by a state agency, who assists Social Security Administration disability beneficiaries with making choices about work.

Career Development and Occupational Studies (CDOS) Credential: A commencement credential available to all students in New York State (Except those who are eligible for alternate assessment) that signifies entry-level employability skills.

Career Development and Occupational Studies (CDOS) Standards: A set of educational standards available in New York State that measure competencies and skills related to Career Development, Integrated Learning, Universal Foundation Skills, and Career Specific Skills.

Developmental Disability: A disability of a person which is attributable to intellectual disability, cerebral palsy, epilepsy, neurological impairment, autism, or a similar disability that causes impairment in adaptive functioning that occurs before the age of 22 and is expected to last over the course of an individual's life.

Disability/Accessibility Support Office: The office responsible for supporting students with disabilities enrolled at a college.

Department of Labor: The federally/state funded agency that provides job support services, training opportunities, and guidance to job seekers.

Dual Enrollment: Enrolling in postsecondary education and secondary education simultaneously. Usually done by high school students with disabilities to use local education funds to pay for postsecondary education.

Eligibility: The qualifying status of an individual required by state agencies providing services to individuals with disabilities. Each agency has a list of requirements which must be fulfilled in order to access their services.

Entitlement: A legal right, typically used when discussing a student's Individual Education Plan, or IEP. Depending on a student's age and where he or she attends school, the student may be legally entitled to services written in the IEP that are provided and/or monitored by the school system. In other cases, a student may be entitled to an IEP, but receiving services is not an entitlement (i.e., services are not guaranteed).

Every Student Succeeds Act (ESSA): The federal law that states the requirements to provide a free and appropriate education to all students in the United States. It includes accountability measures for all state education agencies.

Fiscal Intermediary: An agent that provides administrative and billing support to a person who chooses to access services through OPWDD with self-direction.

Full-time Student: A student enrolled for 12 or more semester credit hours (usually 4 classes, but it depends on the school).

Functional Vocational Assessment: Identifies an individual's vocational interests and potential using actual job tasks in a variety of environments.

Inclusive Higher Education (IHE): Specialized post-secondary programs at colleges or universities that provide integrated educational and experiential opportunities for students with intellectual and/or developmental disabilities.

Individuals with Disabilities Education Act (IDEA): Federal law mandating free and appropriate public education for all students. Includes specific requirements for planning the transition from high school to adult life for students with disabilities.

Intellectual Disability: A disability characterized by significant limitations both in cognitive functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills.

Natural Supports: Helpful relationships among individuals with disabilities and those around them, including co-workers, classmates, activity participants, and neighbors. These relationships can help someone with disabilities succeed on the job or in the classroom.

One-Stop Career Centers: Federally sponsored community centers created to serve people seeking employment. Also called American Job Centers.

Person Centered Planning: Planning that focuses on the individual and his/her interests, strengths, and needs. There are numerous models of this type of planning available (e.g. Whole Life Planning, MAPS, Essential Lifestyles Planning, COACH, etc.).

Postsecondary Education: Any type of school or training beyond the high school level (e.g., community college, four-year University, vocational training program).

Reasonable Accommodations: Changes in an environment to meet the access needs of an individual in accordance with the Americans with Disabilities Act.

Section 504: Federal law guaranteeing individuals whose disability has a major life impact are provided with the necessary accommodations. (Unlike an IEP, this is not specific to K-12 or the 13 classification categories).

Self-Determination: Understanding and addressing one's wants and needs through decision-making, problem solving, and goal setting.

Self-Disclosure: The process through which an individual identifies or reveals that they have a disability.

Service Learning: A type of work-based learning in which learning opportunities come from structured service activities connected to the academic curriculum.

Superintendent's Determination for a Local Diploma: A graduation option available to students with current IEPs in New York State, with the request of a parent, that allows a Superintendent to review a

collection of coursework in a required academic area in which a student cannot pass the corresponding Regents Examination to certify that they have met the commencement level academic standards in that subject area.

Supplemental Security Income (SSI): A federal benefits program, administered by the Social Security Administration. Helps people who are older, are blind, or have other disabilities, and also have little or no income. Provides cash to meet basic needs for food, clothing, and shelter.

Support Broker: Provides guidance and oversight to the service budget allocated to an individual as part of the OPWDD self-direction option.

Supported Employment: Ongoing supports from an external source (e.g., a state agency) to an individual in a paid, community-based setting, where the majority of the workers do not have disabilities. Teaches the person specific job tasks as they occur.

Transition Planning: The ongoing process of articulating goals for life after high school and the steps necessary to achieve them. Transition planning is an important component of the educational program for all ages, but the first regulatory requirement in New York State related to Transition begins at age 12 for students with disabilities.

Universal Design for Learning: A method of teaching that takes into consideration various learning styles during the course development phase to ensure that all students are engaged in the material.

Vocational Rehabilitation: A set of services to individuals that are designed to provide the skills, resources, attitudes, and expectations needed to be successful in gaining competitive employment.

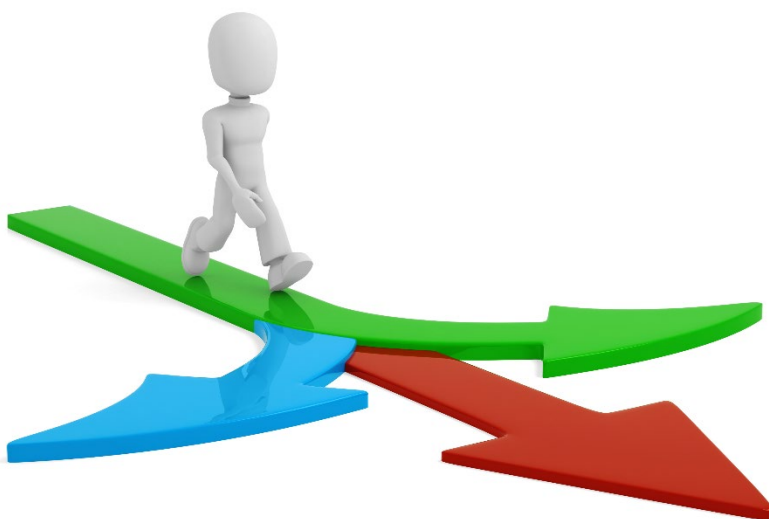
Commonly Used Acronyms (While not an exhaustive list, the following may be of assistance.)

ACCES-VR	Adult Career and Continuing Education Services-Vocational Rehabilitation	FACS	Family And Consumer Sciences
ADA	Americans with Disabilities Act	FAPE	Free Appropriate Public Education
ADD	Attention Deficit Disorder	FAQ	Frequently Asked Questions
ADHD	Attention Deficit/Hyperactivity Disorder	FBA	Functional Behavioral Assessment
ADL	Activities for Daily Living	FERPA	Family Educational Rights and Privacy Act
AIM	Alternate Instructional Materials	HH	Health Home (OPWDD)
AIS	Academic Intervention Services	HI	Hearing Impairment, Home Instruction
AMO	(Effective) Annual Measurable Objective	HIPPA	Health Insurance Portability and Accountability Act
APR	Annual Performance Report (State report on SPP performance)	HLQ	Home Language Questionnaire
APPR	Annual Professional Performance Review (for teacher performance)	HOH/HH	Hard of Hearing (sometimes written as HH)
ASVAB	Armed Services Vocational Aptitude Battery	HSE	High School Equivalency
AT	Assistive Technology	IAES	Interim Alternative Educational Setting
AU	Autism	ICT	Integrated Cooperative Teaching
AYP	Adequate Yearly Progress	ID	Intellectual Disability
BEDS	Basic Educational Data System	IDEA	Individuals with Disabilities Education Act
BIP	Behavioral Intervention Plan	IDEIA	Individuals with Disabilities Education Improvement Act (December 2004)
BOCES	Board of Cooperative Educational Services	IEE	Independent Educational Evaluation
BOE	Board of Education	IEP	Individualized Education Program
CCLS	Common Core Learning Standards	IESP	Individualized Education Services Program
CCO	Care Coordination Organization (OPWDD)	IFSP	Individualized Family Service Plan
CDOS	Career Development and Occupational Studies Learning Standards	IHE	Institution of Higher Education
CEIS	Comprehensive Early Intervening Services	IHO	Impartial Hearing Officer
COTA	Certified Occupational Therapy Assistant	IIT	Integrated Intervention Team
CP	Cerebral Palsy	ILC	Independent Living Center
CPSE	Committee on Preschool Special	IPE	Individual Plan for Employment (used by ACCES-VR)
CSA	Coordinated Set of Activities (in IEP)	IRA	Individualized Residential Alternative
CSE	Committee on Special Education	ISP	Individual Service Plan (used by OPWDD)
CSEIS	Comprehensive Special Education Information System	IST	Instructional Support Team
CT	Consultant Teacher	IQ	Intelligence Quotient
CTE	Career and Technical Education	LD	Learning Disability
DB	Deaf-Blindness	LEA	Limited English Proficiency
DBQ	Document Based Question	LOTE	Language Other Than English
DCMH	Department of Community Mental Health	LOFE	Lapse of Formal Education
DD	Developmental Disability	LPT	Language Proficiency Team
DF	Deafness	LRE	Least Restrictive Environment
DOH	Department of Health	MAPS	Management, Academic, Physical, Social (4 required areas in PLPs)
DOL	Department of Labor	MD	Multiple Disabilities
EBP	Evidence-Based Practice	MOA	Memorandum of Agreement
ECDC	Early Childhood Direction Center	MOU	Memorandum of Understanding
ED	Emotional Disturbance	MPSG	Measurable Postsecondary Goal
EI	Early Intervention (Program)	MSC	Medicaid Service Coordinator (OPWDD)
EIO	Early Intervention Official	MTSS	Multi-Tiered System of Support
ELA	English Language Arts	NCLB	No Child Left Behind Act, 2002
ELL	English Language Learner	NYSAA	New York State Alternate Assessment
ENL	English as a New Language	NYSABE	New York State Association for Bilingual Education
ESSA	Every Student Succeeds Act	NYSED	New York State Education Department, Office of Preschool-12 Grade
ESY	Extended School Year	NYSESLAT	New York State English as a Second Language Achievement Test

NYSITELL New York State Identification Test for English Language Learners
NYU-TAC-D New York University-TAC-Disproportionality
O & M Orientation and Mobility
OASAS Office of Alcohol and Substance Abuse Services
OCFS Office of Children and Family Services
OHI Other Health Impairment
OI Orthopedic Impairment
OMH Office of Mental Health
OPWDD Office for People with Developmental Disabilities
OT Occupational Therapist/Occupational Therapy
Part 100 New York State Education regulations for all students
Part 154 NY State Education regulations on for English Language Learners
Part 200 New York State Education Special Education regulations
PBIS Positive Behavioral Intervention and Supports
PCP Person Centered Planning
PD Professional Development
PDD Pervasive Developmental Disorder
PDD-NOS Pervasive Developmental Disorder-Not Otherwise Specified
PINS Person In Need of Supervision
PLC Professional Learning Center
PPS Pupil Personnel Services (Directors of Special Education)
Pre-ETS Pre-Employment Transition Services (ACCES-VR)
PST Pupil Services Team
PT Physical Therapist/Physical Therapy
PTA Physical Therapy Assistant
PTA Parent Teacher Association
P.L.94-142 The Education of All Handicapped Children Act of 1975
PLP Present Level of Performance (also **PLEP** or **PLOP**)
Pre-K Pre-Kindergarten
PWD Preschooler with a Disability
PWN Prior Written Notice
QIP Quality Improvement Process
RBERN Regional Bilingual Education Resource Network
RA Regional Associate (see **SEQA**)
RFP Request for Proposals
RR Resource Room
RT Recreational Therapist
RTI Response to Intervention
RTF Residential Treatment Facility
RS Related Service
RSE-TASC Regional Special Education Technical Assistance Center
RSETS Regional Special Education Training Specialist
SCANS Secretary's Commission of Achieving Necessary Skills for Employment
SDI Specially Designed Instruction

SEA State Educational Agency
SED State Education Department
SEIT Special Education Itinerant Teacher
SEMP Supported Employment Services (OPWDD)
SEPTA Special Education Parent Teacher Association
SEQA Special Education Quality Assurance Unit, SED
SES Student Exit Summary
SE SIS Special Education School Improvement Specialist
SI Speech/Language Impairment
SIFE Students with interrupted formal education
SIRS Student Information Repository System
SLP Speech Language Pathologist
SP Services Plan
SPC Special Class
SPOA Single Point of Access
SPP State Performance Plan
SRO State Review/Resource Officer
SSA Social Security Administration
SSDI Social Security Disability Insurance
SSI Supplemental Security Income
SSIP State Systemic Improvement Plan
SWD Student with a Disability
TANF Temporary Assistance for Needy Families
TA Teacher Assistant
TAC Technical Assistance Center
TASC Test Assessing Secondary Completion
TBI Traumatic Brain Injury
TESOL Teachers of English for Speakers of Other Languages
TRE Technology Resources for Education
UDL Universal Design for Learning
UCPA United Cerebral Palsy Association
UPK Universal Pre-Kindergarten
USDOE United States Department of Education
VI Visual Impairment
VR Vocational Rehabilitation
WAIS Wechsler Adult Intelligence Scale
WBL Work Based Learning
WIDA World Class Instructional Design Assessment
WIOA Workforce Innovation and Opportunity Act
WISC Wechsler Intelligence Scale for Children
YES Youth Employment Services (ACCES-VR)
504 Rehabilitation Act of 1973 (Public Law 93-112, Section 504); provides accommodations/modifications for students

Thank you for using this guide. If you have more specific questions about transition planning, you can contact the school counselor, committee on special education chairperson, social worker, or case worker at your school. Community-based support is also provided through your local parent center, independent living center, or regional partnership center.



This guide was created in collaboration by professionals at Rockland BOCES, Nyack Schools, East Ramapo Schools, Clarkstown Schools, PNW BOCES, The Guidance Center of Westchester, and ACCES-VR.