ROCKLAND TRANSITION CONSORTIUM

Quick Guide to Transition Planning For Families

This guide was revised in collaboration with professionals from Rockland BOCES, Nyack Public Schools, and PNW BOCES.

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*This document is formatted for double-sided printing

Introduction

Transition planning is the process of identifying goals for life after high school 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 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, career and technical education, or the acquisition of life skills to promote independence in the community. 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.

New York State Education Department
Office of Special Education
Educational Partnership
Technical Assistance Partnership for Transition

Postsecondary Transition Planning Checklist for Families

Prior to Age 12

- ☐ Introduce and expose the student to a range of jobs, activities, and hobbies.
- ☐ Encourage the student to ask for help appropriately when needed.
- ☐ Engage in role-play with the student to help them strengthen their ability to ask for help in different situations.
- ☐ Help the student learn to work and play cooperatively with others.
- ☐ Assist the student in developing and learning about self-determination.
- ☐ Assist the student in learning how to verbalize their strengths and needs.
- ☐ Begin career exploration activities.
- ☐ Develop self-care, daily living skills, and routines at home.
- ☐ Develop a long-term plan to increase independence and self-determination skills.
- ☐ Provide opportunities to see people at work in different settings.
- ☐ Teach financial literacy skills, including experiences with shopping and banking.
- ☐ Promote the development of work-readiness skills such as responsibility, decision-making, problem- solving, time management, and working as a member of a team, both at home and in the community.
- ☐ Provide opportunities to make choices and decisions, explore and take risks, and learn from experiences of success and failure.
- ☐ Be an active participant during Committee on Special Education (CSE)/Individualized Education Program (IEP) meetings (e.g., provide input, ask questions, etc.).
- ☐ Apply to relevant agencies (e.g., eligible individuals can apply for services from the Office for People with Developmental Disabilities [OPWDD] as early as infancy).
- ☐ Other: _____

Ages 12-14

- ☐ Introduce and discuss transition planning with the student.
- ☐ Speak with the student about their IEP and their CSE meetings, so they can begin to become more involved when appropriate.
- ☐ Be an active participant during CSE/IEP meetings (e.g., provide input, ask questions, etc.)
- ☐ Talk with the student about their role in the CSE/IEP meeting and encourage their participation (e.g., attend and listen, attend with some participation by presenting on one aspect of the IEP, actively participate in most or all of the meeting).
- ☐ Talk with the student about their interests, desires, and goals.
- ☐ Provide the student with opportunities to explore their interests.
- ☐ During the year in which the student turns 12, collaborate with school staff to complete the student and family portions of the student's initial vocational assessment.
- ☐ Provide opportunities for increased independence and responsibility at home.
- ☐ Talk with the student and their teachers about opportunities for increased responsibility at school.
- ☐ Provide the student with opportunities to explore a wide variety of community and leisure activities.
- ☐ Gather important documents such as the student's birth certificate, social security card, photo ID, medical information, and IEP for their Transition Portfolio.
- ☐ Discuss high school choice with the student, the school counselor, and other staff at the student's school (if appropriate).
- ☐ Attend high school fairs and explore high schools that may be a good fit for the student (if appropriate).
- ☐ Research and then help the student explore Career and Technical Education (CTE) and other high school options aligned with their career goals.
- ☐ Learn about different kinds of Work-Based Learning (WBL) opportunities that may be available.
- ☐ Develop skills for academic independence (time management, study skills, note-taking, etc.).
- ☐ Develop self-determination skills to increase independence.
- ☐ Think about volunteer job opportunities in the community, babysitting opportunities, or other ways to develop job skills.
- ☐ Talk to your child about Postsecondary Education or Training: A Checklist for Parents.
- ☐ Set a Postsecondary Education or Training Destination and Map a Course to Get There.
- ☐ Attend family workshops on Transition to become informed about the process of Transition Planning.
- ☐ Help the student to understand their disability, and when/who to ask for assistance.
- ☐ Discuss the process of obtaining employment certificates/working papers with the student and family.
- ☐ Explore and connect with external agencies such as OPWDD and Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR) when appropriate.
- ☐ Apply to relevant agencies (e.g., eligible students may apply to OPWDD as early as infancy).
- ☐ Other: _____

Ages 14-17

- ☐ Encourage the student to continue to explore community and leisure activities of interest.
- ☐ Continue to be an active participant during CSE/IEP meetings (e.g., provide input, ask questions, etc.).
- ☐ Talk with the student about their role in the CSE/IEP meeting and encourage their participation (e.g., attend and listen, attend with some participation by presenting on one aspect of the IEP, actively participate in most or all of the meeting).
- ☐ Work with the student and the CSE/IEP team to develop your student's transition plan.
- ☐ Talk to your child about Postsecondary Education or Training: A Checklist for Parents.
- ☐ Set a Postsecondary Education or Training Destination and Map a Course to Get There.
- ☐ Encourage the student to take advantage of WBL experiences.
- ☐ Explore volunteering, paid work experience, and connections to community-based activities.
- ☐ Learn about the different graduation options and credentials such as the Career Development and Occupational Studies (CDOS) commencement credential.
- ☐ Discuss with the student and school staff about which graduation pathway is most appropriate for your student.
- ☐ Meet regularly with the student and their career and/or school counselor to identify appropriate courses and/or Regent's examinations to ensure that your student is on track to graduate with the expected diploma or credential.
- ☐ Provide consent for requesting College Board accommodations.
- ☐ Have the student take the SAT or ACT with or without accommodations, when appropriate.
- ☐ Explore colleges and trade schools.
- ☐ Discuss the process of obtaining employment certificates/working papers with the student and family.
- ☐ Apply for employment certificate (working papers), as needed.
- ☐ Explore college, vocational and independent living options as appropriate for your student, including agencies such as OPWDD and ACCES-VR.
- ☐ Visit postsecondary options when possible (e.g., colleges, trade schools, day programs, etc.).
- ☐ Apply to relevant agencies (e.g., eligible students may apply to OPWDD as early as infancy, and ACCES- VR as early as 14).
- ☐ Inform the CSE Office of community agency representatives you'd like invited to the meeting (e.g., Care Coordinator, and/or ACCES-VR Counselor, etc.).
- ☐ Determine if the student requires travel training to learn how to travel independently using public transportation.
- ☐ Discuss obtaining a driver's permit, license, or non-driver's identification.
- ☐ Encourage independence in all areas of life such as self-care activities, money management, and travel in the community.
- ☐ With the student, start identifying adult health care providers by asking your student's pediatrician for recommendations.

☐ If you have not already, help the student access sexual education and understand changes related to puberty.

☐ Together with the student, create a vision of their life after leaving school or at age 21.

☐ Attend transition-related workshops, fairs, conferences, seminars, webinars, etc.

Ages 17-21

☐ Meet with the student's school counselor to ensure that they are on track toward the graduation diploma and/or credential agreed upon and for assistance with college applications as appropriate.

☐ Connect with any agencies or organizations that will provide services, training, or education following the student's graduation or aging out of high school.

☐ Visit postsecondary options when possible (e.g., colleges, day programs, etc.).

☐ Continue to be an active participant during CSE/IEP meetings (e.g., provide input, ask questions, etc.).

☐ Continue to talk with the student about their role in the CSE/IEP meeting and encourage their participation (e.g., attend and listen, attend with some participation by presenting on one aspect of the IEP, actively participate in most or all of the meeting).

☐ Inform the CSE Office of community agency representatives you'd like invited to the meeting (e.g., Care Coordinator, and/or ACCES-VR Counselor, etc.).

☐ Prepare the student to discuss their disability in a college student services office and request accommodations for college classes.

☐ Review the student's Student Exit Summary.

☐ Obtain a copy of the student's Behavior Intervention Plan (BIP); if applicable.

☐ Get a copy of the last IEP.

☐ Acquire a copy of the last psychological evaluation.

☐ Have students who identify as male register for selective service.

☐ Obtain a driver's permit, license, or non-driver's identification.

☐ Continue to plan financially.

☐ If you have not already, help the student learn how to manage their medications, make appointments, and communicate with health care providers.

☐ Discuss where the student would like to live and the potential supports, they will need.

☐ Encourage the student to register to vote.

☐ Apply for employment certificate (working papers), as needed.

☐ Apply to relevant agencies (e.g., eligible students may apply to OPWDD as early as infancy and ACCES- VR as early as 14).

☐ Apply for Supplemental Security Income (SSI) and Medicaid (if applicable).

Life Skills Checklist

1) <u>Healthy Lifestyle</u>

YES	NO	WITH SUPPORT		YES	NO	WITH SUPPORT	
□	□	□	Plan healthy meals	□	□	□	Exercise consistently
□	□	□	Grocery shop	□	□	□	Cope with stress
□	□	□	Read and follow a recipe	□	□	□	Recognize symptoms of a cold
□	□	□	Use a microwave	□	□	□	Use a thermometer
□	□	□	Use a stove and oven	□	□	□	Schedule doctors' appointments
□	□	□	Recognize if food has spoiled	□	□	□	Administer simple medications
□	□	□	Prepare healthy snacks	□	□	□	Refill and pick up prescriptions
□	□	□	Make coffee/tea	□	□	□	Get help when sick
□	□	□	Get enough sleep	□	□	□	Discuss health history
				□	□	□	Use health insurance

2) <u>Interactions With Others</u>

YES	NO	WITH SUPPORT		YES	NO	WITH SUPPORT	
□	□	□	Ask a service person for help	□	□	□	Shows respect for others
□	□	□	Resolve conflict	□	□	□	Follows rules of etiquette
□	□	□	How and when to negotiate	□	□	□	Introduces self to someone new
□	□	□	Carry on clear conversation	□	□	□	RSVP to events
□	□	□	Ask clear questions	□	□	□	Readily finds a phone number
□	□	□	Understand how body language communicates to others	□	□	□	Write and mail a "thank you"
□	□	□	Demonstrates empathy towards others	□	□	□	Set personal boundaries
□	□	□	Asks permission for time spent away from home and keeps family notified of changes	□	□	□	Take message over phone
□	□	□	Handles peer pressure	□	□	□	Self-advocates
				□	□	□	Genuinely apologizes for mistakes
				□	□	□	Participates in service activities without family

3) Money Management and Financial Skills

YES	NO	WITH SUPPORT	
□	□	□	Understand that money is earned by working
□	□	□	Know the value of coins and bills
□	□	□	Count correct change in a money transaction
□	□	□	Create and keep a budget
□	□	□	Comparison shop for value
□	□	□	Use coupons
□	□	□	Evaluate quality for price
□	□	□	Know how to return an item
□	□	□	Set up checking/savings accounts
□	□	□	Understand compound interest
□	□	□	Understand the importance of creditworthiness
□	□	□	Know difference between debit and credit cards and risks associated with each
□	□	□	Understand basic premise of investing
□	□	□	Saves for major purchases/emergencies
□	□	□	Tip appropriately for services
□	□	□	Remember Social Security number
□	□	□	Know location of birth certificate
□	□	□	Understand basics of taxes and filing procedures
□	□	□	Can read/understand a pay stub
□	□	□	Understand loan offers and terms of repayment

4) Household Skills

YES	NO	WITH SUPPORT	
□	□	□	Sort, wash, and dry clothes
□	□	□	Read clothing care labels
□	□	□	Remove stains
□	□	□	Fold and put away clothes
□	□	□	Iron clothes
□	□	□	Get clothes dry cleaned
□	□	□	Sew buttons/patch holes
□	□	□	Change and wash bedding
□	□	□	Take out trash
□	□	□	Sweep/vacuum/mop floor
□	□	□	Dust
□	□	□	Clean bathroom (toilet, tub, sink)
□	□	□	Unclog/fix toilet
□	□	□	Use a dishwasher
□	□	□	Wash/dry dishes by hand
□	□	□	Set the table
□	□	□	Organize/declutter a room
□	□	□	Hang a picture

Household Skills (continued)

YES	NO	WITH SUPPORT	
□	□	□	Adjust a thermostat
□	□	□	Replace a lightbulb
□	□	□	Change batteries
□	□	□	Open, close and lock windows
□	□	□	Use a fire extinguisher
□	□	□	Perform CPR/basic first aid
□	□	□	Procedures for tornado, flood or fires
□	□	□	Address and stamp a letter
□	□	□	Retrieve a package from post office
□	□	□	Find a dorm/apartment
□	□	□	Read and sign a lease
□	□	□	Pack and coordinate a move

5) Job Skills

YES	NO	WITH SUPPORT	
□	□	□	Create a resume/cover letter
□	□	□	Apply for jobs (online and in person)
□	□	□	Interview for a job
□	□	□	Dress professionally
□	□	□	Have a good handshake
□	□	□	Manage time for and at work
□	□	□	Write effective emails
□	□	□	Respond appropriately to feedback
□	□	□	Ask for a vacation/time off
□	□	□	Ask for a raise

Source: Adapted by the Rockland Transition Consortium with inspiration from *A Slice of Life*, by Fremont Union High School, 1980, Sunnyvale, CA; Freemont Union School District, Copyright 1980

SCANS SKILLS ASSESSMENT



STUDENT NAME _____ DATE _____

This *SCANS*[1] *Skills Self-Assessment* lists the individual skills and talents that employers value. Read the list and assess your own strengths. Mark each box that best describes your level of skill.

Skills for Basic Job Performance

(1=needs development; 2=competent; 3=proficient; 4=advanced)

BASIC SKILLS				
You can read, write, speak and listen well. You know your arithmetic.				
	1 **Needs Development**	**2** **Competent**	**3** **Proficient**	**4** **Advanced**
Speaking	☐ Learning to speak clearly, audibly and courteously.	☐ Speak clearly and use language appropriate to the environment.	☐ Express complex ideas in an organized and concise manner.	☐ Present effectively to a group using well-organized format, concise language and clear enunciation.
Listening	☐ Developing listening skills; working to make eye contact and confirm understanding.	☐ Listen attentively; make eye contact; repeat instruction to confirm understanding.	☐ Listen attentively and demonstrate understanding through relevant responses and questions.	☐ Retain complex information over time and apply it to later work
Reading	☐ Read written directions and workplace documents with assistance.	☐ Read written directions and workplace documents independently.	☐ Read and understand written materials, including technical documents, independently; ask questions where appropriate.	☐ Read complex written materials and execute related tasks independently.
Writing	☐ Learning to write clearly with correct grammar.	☐ Write information in clear, logical, legible and grammatically correct manner.	☐ Write clearly using work-related terminology.	☐ Write and develop professional material such as newsletters and marketing brochures.
Mathematics	☐ Able to perform basic computation with supervision.	☐ Able to perform basic computation independently.	☐ Able to interpret and apply basic computations and uses tables, graphs, diagrams and charts as needed.	☐ Able to construct, apply and present logical applications for mathematics using tables, graphs, diagrams or charts.

[1] SCANS is an acronym for the Secretary's Commission on Achieving Necessary Skills, which created The SCANS Report for America 2000, issued by the U.S. Department of Labor, April 1992. The report defines a set of skills and competencies necessary for success in the work- place.

SCANS SKILLS ASSESSMENT

THINKING SKILLS

You can think creatively. You can make decisions and solve problems. You know how to learn.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Combining Ideas or Information in New Ways	☐ Make connections with help from supervisor.	☐ Make connections with occasional help from supervisor.	☐ Make connections independently.	☐ Generate new ideas. Think abstractly.
Making Decisions	☐ Make decisions with help from supervisor.	☐ Make decisions with occasional help from supervisor.	☐ Make decisions independently.	☐ Make multiple decisions weighing risks and benefits to organization.
Exercising Leadership to Identify and Solve Problems	☐ Identify problems with help from supervisor.	☐ Identify and solve problems independently.	☐ Explore cause of problems and options with team when solving problems.	☐ Demonstrate leadership, develop creative solutions and systemic change, including preventive action.

FOUNDATION SKILL: Personal Qualities

You can take personal responsibility. You think highly of yourself. You are also honest.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Attendance and Appearance	☐ Maintain consistent attendance, punctuality, and appropriate dress with supervision.	☐ Demonstrate understanding of appropriate workplace appearance, attendance and punctuality.	☐ A model of excellent attendance and dress; attend events beyond those required.	☐ Represent the organization at meetings and events.
Self Management	☐ Complete tasks and projects as assigned with supervision.	☐ Complete tasks and projects as assigned.	☐ Initiate and complete projects independently.	☐ Deliver high-quality results on schedule.
Accepting Direction and Criticism	☐ Learning to accept direction.	☐ Accept direction with positive attitude.	☐ Accept constructive criticism with positive attitude.	☐ Accept and apply constructive criticism to improve performance.
Integrity, Honesty, and Confidentiality	☐ Maintain appropriate confidentiality with supervision.	☐ Maintain appropriate confidentiality with occasional supervision.	☐ Can be trusted. Demonstrate integrity and understand why certain information must remain confidential.	☐ Model good discretion and honesty for others.

SCANS SKILLS ASSESSMENT

COMPETENCY: Resource Management

Time, money and materials are resources. You can manage them well.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Manages Time	☐ Meet assigned deadlines with supervision.	☐ Meet assigned deadlines independently.	☐ Set priorities and deadlines independently.	☐ Manage multiple tasks and projects effectively.
Manages Money	☐ Manage established program budget with supervision.	☐ Manage established program budget independently.	☐ Help establish project budget and operates effectively within it.	☐ Determine and man- ages budget efficiently.

COMPETENCY: Interpersonal Skills

Time, money, and materials are resources. You can manage them well.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Interacting with Co-workers	☐ Developing basic interaction skills. Respond when others initiate conversations.	☐ Interact appropriately in social settings.	☐ Initiate positive interactions with co-workers and participate constructively as part of a team.	☐ Lead teams of co-workers to complete projects in an effective and timely manner.
Interacting with Customers	☐ Developing skills necessary to deal with difficult customers/clients and situations.	☐ Appropriately request assistance when dealing with difficult customers/clients and situations.	☐ Resolve customer/client problems independently where appropriate.	☐ Proactively handle stress of difficult customers/clients and situations.
Clients Respecting Diversity	☐ Developing an understanding of diversity.	☐ Understand diversities and similarities.	☐ Demonstrate ability to work with people different from myself.	☐ Seek out opportunities to work with people different from myself.

COMPETENCY: Information Management

You can find, interpret and communicate information. You can organize and maintain files. You can also use a computer and process information.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Collecting and Organizing Information	☐ Developing ability to collect and organize information and materials needed for a task.	☐ Effectively compile information and resources in a clear, logical and legible manner.	☐ Effectively organize and evaluate the relevance and accuracy of information.	☐ Identify and obtain missing information based on mastery of subject.
Interprets and Communicates Information	☐ Able to select pertinent information with occasional assistance.	☐ Analyze information in an organized manner.	☐ Effectively organize information and communicate results in a concise manner.	☐ Present effectively to a group using a well- organized format, concise language and clear enunciation.

COMPETENCY: Systems

A system is the way things are done or organized. You understand social and business systems. You can check and correct your own business performance. You can make suggestions on how to improve the way things are done.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Understanding the Structure and Dynamics of the Entire Organization	☐ Am aware of my role within the department.	☐ Demonstrate working knowledge of the department's role in the organization and how it relates to other departments.	☐ Understand and negotiate the communication and workflow between departments.	☐ Understand the role of the organization in the industry and the economy.
Recognizing Health and Safety Issues	☐ Practice appropriate health and safety protocol at the workplace with assistance.	☐ Practice appropriate health and safety protocol independently and recognize their importance. Report emergencies in an appropriate manner.	☐ Understand the implication of health and safety principles and apply them to new situations.	☐ Model good health and safety practices and help others to under- stand their importance.
Understanding Personnel Policy and Relevant Labor Laws	☐ Developing an understanding of personnel policy and, where appropriate, relevant labor laws.	☐ Understand personnel policy and, where appropriate, relevant labor laws.	☐ Adhere to personnel policy and understands its impact on individuals.	☐ Understand personnel policy and its impact on the organization; contribute to a positive work culture.

COMPETENCY: Technology

You can find and use the right tools for the job.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Selecting Tools and Procedures	☐ Able to use procedures, tools and machines with supervision.	☐ Able to use procedures, tools and machines with occasional supervision.	☐ Able to use procedures, tools and machines without supervision.	☐ Able to determine which procedures, tools and machines to use at appropriate times.
Applying Technology to Task	☐ Can identify problem as it relates to technology with supervision.	☐ Can identify a problem as it relates to technology without supervision.	☐ Identify appropriate technology and use it to prevent problems.	☐ Use technology appropriately to identify, prevent and solve problems.

Westchester Institute for Human Development

COMMUNITY SUPPORT NETWORK
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Preparation for Annual Review or CSE/CPSE Meeting

Suggested Timeline	Things to Do
3-6 months prior to projected date of meeting	Make any necessary appointments if your child needs to be seen by any medical doctors or other professionals outside of school.
1-3 months prior	Gather any new reports (test results or opinion letters) from any doctors or professionals your child sees outside of school.
Around 6 weeks prior	Contact your CSE (Committee on Special Education) or CPSE (Committee on Preschool Special Education) Chairperson. Confirm date and time of meeting. Request copies of all district evaluations, reports and test results, and a copy of the draft IEP (Individualized Education Program (IEP) if one exists. Request copy of current IEP if needed.
4 weeks prior	Meet (along with your child if appropriate) with your child's classroom teacher/team to discuss your how your child is doing with schoolwork, whether he is meeting his goals, and overall progress.
2-4 weeks prior	Provide the CSE Chairperson with copies of any new reports from any doctors or professionals seen by your child outside of school.
2-4 weeks prior	Organize a binder which includes sections for **1)** general information (meeting notice, your child's IEP(s), your parent report), **2)** school reports, test results, and/or any school communication about your child (report cards, IEP goal progress reports, work samples), and **3)** private doctor and professional reports and test results (include your child's annual physical). Review all documents and current IEP.
2-4 weeks prior	Prepare and submit a Parent Statement (include details about your child's progress in school, friends and behavior, development at home, IEP goals, and specific details about what has been successful and what has not. You can download and complete the ***CPSE/CSE Parent / Student Report Worksheet*** at https://www.wihd.org/what-we-do/community-support-network/csn-resources/csn-parent-student-report-worksheet/
2-4 weeks prior	The student's voice is critical – at any age. A helpful exercise to prepare for the annual review, is to sit down with your child and complete the ***Student "Draft IEP" Interactive Tool*** https://www.wihd.org/what-we-do/community-support-network/csn-resources/student-draft-iep-interactive-tool/
1-2 weeks prior	Contact your CSE/CPSE Chairperson to be sure the school district has all of your child's private doctor and professional reports, your Parent Statement, and Student "Draft IEP." Be sure sufficient time has been set aside for your meeting. Request any school reports you have not received. If reports cannot be exchanged in time for review, consider rescheduling for a later date.

Family & Student IEP Planning Sheet

Use this sheet as a guide to help you share out, answer questions, and voice your concerns during your child's CSE meeting.

Strengths, Abilities, Preferences and Interests (in and out of school)

- _____
- _____
- _____
- _____
- _____

What worked well for the student this school year?	What challenges were there for the student this school year?

What helps the student learn best?	What could be improved in the upcoming school year?

What are goals and needs for the student for next school year?

Academic:	**Social:**
Physical:	**Everyday Functioning/Behavior:**

What are the student's goals for after high school?

Education/Training:
Employment:
Independent Living Skills:

Additional questions/concerns:

- _____
- _____
- _____

Disability Resources/Links

For the most up to date information related to NYS diploma and credential requirements (in multiple languages):
https://www.nysed.gov/standards-instruction/graduation-requirements#:~:text=New%20York%20State%20students%20have,requirements%20and%20the%20assessment%20requirements

A Parent's Quick Guide to the New York State Alternate Assessment (NYSAA) (in multiple languages):
https://www.nysed.gov/state-assessment/nysaa-parent-resources

The IEP document can be a confusing one to understand. The next link is to a Parent and Student IEP---each section is explained in plain language:
https://www.wihd.org/what-we-do/community-support-network/csn-resources/plain-language-iep-forms-2/

"Draft IEP": This interactive tool can help 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 participate in the discussion.
https://www.wihd.org/what-we-do/community-support-network/csn-resources/student-draft-iep-interactive-tool/

Annual Review: Strategies for Effective Preparation Video:
https://www.youtube.com/watch?v=LbAMmBngi3g

Sample career exploration resources:

My Next Move
https://www.mynextmove.org/

Career Zone
https://careerzone.labor.ny.gov/jz/views/careerzone/guesttool/qa.jsf

Career One Stop
https://www.careeronestop.org/

National Technical Assistance Center on Transition: The Collaborative (NTACT:C):
https://transitionta.org/

THINK College (list of college experience programs throughout the country):
https://thinkcollege.net/

Guardianship gives a person or organization the legal right to make certain decisions for another person. Guardianship requires going to court and only a judge can appoint a guardian. In NYS there are different types of guardianship:
https://ww2.nycourts.gov/guardianship/index.shtml

Supported Decision Making is a process that helps people with disabilities make decisions with the support of friends, family, or social services. It's an alternative to guardianship with a law passed in NYS in July 2022:
https://sdmny.org/

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.
School districts usually provide transportation between school and home. (Check your district for specifics)	You will need to provide your own transportation if the program does not offer it.

FAMILY 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.

13 Classification Categories of IDEA

1. Learning disability
A disorder of one of the basic psychological processes involved in understanding or in using language, spoken or written. The conditions in this group affect a child's ability to read, write, listen, speak, spell, reason, or do math. Some of the issues that could fall in this group include Dyslexia, Dyscalculia, Dysgraphia, Nonverbal learning disability, Auditory processing disorder.

2. Other health impairment
The umbrella term "other health impairment" covers conditions that limit a child's strength, energy, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or Tourette syndrome, which adversely affects a student's educational performance.

3. Autism
Autism is a developmental disability that significantly affects verbal and non-verbal communication and social interactions. Characteristics may include engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. 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 disability (updated by NYS in 2022)
A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:

1. an inability to learn that cannot be explained by intellectual, sensory, or other health factors
2. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers
3. inappropriate types of behavior or feelings under normal circumstance
4. a generally pervasive mood of unhappiness or depression or
5. a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia.
   Children covered under this term can have several 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 several types of communication problems. Those include stuttering, articulation difficulties, language impairment, or voice impairment.

6. **Visual impairment, including blindness**
A child who has vision problems (even with correction) is considered to have a visual impairment if it affects their ability to learn. This condition includes both partial sight and blindness. If eyewear can correct a vision problem, then it does not qualify.

7. **Deafness**
A hearing impairment that is so severe that the student is impaired in processing language through hearing, with or without amplification, that adversely affects a student's educational performance. Children with a diagnosis of deafness 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, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

10. **Orthopedic impairment**
Any impairment to a child's body, no matter what the cause, is considered an orthopedic impairment. The impairment can be congenital, caused by disease, or from other causes (e.g. cerebral palsy, amputation).

11. **Intellectual disability**
Children with this type of disability have significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance. They may also have poor communication, self-care, and social skills.

12. **Traumatic brain injury**
An acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas. The term does not include injuries that are congenital or caused by birth trauma.

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. The term does not include deaf blindness.

From: https://starbridgeinc.org/images/files/Starter_Set_13_Classifications_Starbridge.pdf

Source: New York State Regulations of the Commissioner of Education Part 200.1 (zz)

Navigating Community Services

	ACCES-VR 1-888-652-7062 845-426-5410	NYSCB 914-993-5370	OPWDD 1-800-487-6310 845-947-6100	OMH (845) 364-2391 1-800-597-8481	Medicaid Health Homes	College Disability Services	ILC (845) 624-1366	Other Services
Contact Information	**Adult Career and Continuing Education Services-Vocational Rehabilitation** http://www.acces.nysed.gov/vr/white-plains-district-office	**New York State Commission for the Blind** https://ocfs.ny.gov/programs/nyscb/	**Office for People with Developmental Disabilities** www.opwdd.ny.gov/ Region 3: Capitol District and Hudson Valley, Region 4: NYC, Region 5: Long Island	**Office of Mental Health** www.omh.ny.gov **Rockland Dept of Mental Health** https://www.rocklandcountyny.gov/departments/mental-health/contact-mental-health-department	**Department of Health** https://www.health.ny.gov/health_care/medicaid/program/medicaid_health_homes/ Rockland County: https://www.rocklandcountyny.gov/departments/health	**Individual college websites**	**Bridges- Rockland County Independent Living Center** https://www.bridgesrc.org/independent-living-services/	**Department of Labor** https://dol.ny.gov/ **Department of Health** www.health.state.ny.us/
Target Population	Students with disabilities age 14+ and adults with a documented disability that impacts their ability to seek, secure and maintain full time employment.	Children and adults who are legally blind to enhance employability and independence. Westchester office serves: Rockland, Orange, Dutchess, Putnam, Sullivan, Ulster	Children and adults with a documented intellectual and/or developmental disability	Children and adults with a documented mental health diagnosis or mental health need.	ADULTS Persons 18 & older who have Medicaid and/or Medicare with chronic medical conditions CHILDREN/YOUTH Children and youth under 21 years old who have active Medicaid and chronic medical conditions.	College students who have a documented disability that requires 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	• Physical or mental impairment • Impairment impedes employment • Ability to benefit from services • Services are necessary to overcome employment barriers	• 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 impacts their ability to work. • Need rehabilitation services to get or keep employment • Benefit from services	Documented developmental disability (prior to age 22) • Intellectual Disability • Autism • Cerebral Palsy • Epilepsy • Neurological Impairment • Familial Dysautonomia • Fetal Alcohol Syndrome • Prader Willi Syndrome • Any other condition that causes impairment in general intellectual functioning or adaptive behavior	Children (before 18): 1. Severity of Problem Presentation 2. Immediate need based on following dimensions: Psychosis, ADHD/Impulse Control, Depression/Anxiety, Oppositional Behavior, Anti-Social Behavior, Trauma 3. Persistent home and school problems (2 yrs.) • Risk Behaviors • Caregiver strengths/needs Adults (over 18): Diagnosed SPMI (Severely and Persistently Mentally Ill) by a licensed mental health professional.	ADULTS • Medicaid/Medicare recipients Meet one of the criteria: • Two or more chronic health conditions (examples: asthma, diabetes, heart disease, substance disorder) • A significant mental illness • Living with HIV/AIDS CHILDREN/YOUTH • Active Medicaid Meet one of the criteria: • Two chronic conditions • HIV/AIDS • Serious emotional disturbance • Complex trauma	• Self-declare disability • Documentation of disability, that includes: 1. a diagnosis of your current disability 2. how your disability affects a major life activity 3. 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.

	ACCES-VR	NYSCB	OPWDD	OMH	Health Homes	College Disability Services	ILC	Other Services

Services Offered	• 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
	• Youth Employment Services (14-25)
	• Self-Advocacy
	• Job Readiness
	• Work experience
	• Coaching Supports
	*Some services based on financial need
		• Rehabilitation services
		• Training for Employment
		• Business Enterprise Program
		• Programs for older adults
		• Programs for children
		  ○ Services provided in home, community, and private rehabilitation services
		• Counseling and guidance to family
		• Advocacy services
		• Educational consultation
		• Vocational coordination
			• Parent advocacy training
			• Care Coordination
			• Family supports services and financial counseling
			• Day Services
			• Housing
			• Employment
			• Community support services (in-home support, recreation, respite, community habilitation)
			• Self-Direction
			• Self-Advocacy
			• Crisis Prevention Services
			• Environmental Modifications (adaptive equipment)
			• Healthcare (Medicaid)
				Children and Adult Services:
				• 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
					Six core services:
					• Comprehensive Care Management
					• Care Coordination and Health Promotion
					• Comprehensive Transitional Care
					• Individual and Family Support
					• Referral to Community and Social Support Services
					• Health Information Technology
					Work with a Care Coordinator to help
					• Get involved in activities
					• Obtain essential needs
					• Learn about community activities
					• Help keep everyone involved in your care connected and working toward your goal
					• Develop a care plan to address all your needs
						Accommodation Examples
						• Note taker
						• Enlarged print material
						• Extra time on tests
						• Recorded classes
						• Audio Textbooks
						• Computer voice input/output
						• Alternate test locations
						• Test/ assignments in electronic format
						• Interpreter
							Independent Living Centers
							• Client Assistant Program
							• Peer counseling
							• Housing assistance
							• Advocacy
							• Information and referral
							• Independent Living skills training
							• Benefits counseling
							• Veteran Assistance
							• Employment training/support
								NYS Department of Labor
								• Unemployment Benefits
								• Career Services
								  ○ Finding a job
								  ○ Planning your career
								  ○ One Stop services
								• Worker Protection
								
								NYS Department of Health
								• STD Clinic
								• Obesity prevention
								• Eating disorders
								• Substance abuse prevention
								• Pregnancy planning
								• Traumatic Brain Injury

How to Access Services	****High School students are encouraged to apply through their school district** • Complete signed application • Documentation of disability • Availability to participate in assessment and training process Comply with requests of VR counselor	• Complete signed application • Documentation of disability • Participate in initial interview • If eligible, work with a counselor to develop a plan for services and/or employment	***Contact your local Care Coordination Organization, Eligibility Navigator, or school district for guidance in how to apply** • Complete registration and submit packet to CCO for eligibility determination • Packet requires disability documentation	• Application to County Department of Mental Health	• Select a provider based on your county by going to website: https://www.health.ny.gov/health_care/medicaid/program/medicaid_health_homes/hh_map/index.htm	• Self- declare disability at the Office of Disabilities or Accessibility Services at the college • Provide documentation of disability	• Contact your local ILC **https://nysilc.org/resources/ilc-directory**	**NYS Department of Labor** • Contact local office Rockland County: https://dol.ny.gov/location/rockland-county-career-center **NYS Department of Health** • Contact local office Rockland County: https://www.rocklandcountyny.gov/departments/health/contact-department-of-health

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.

Guardianship: A legal arrangement where a court gives a person or organization the legal right to make decisions for another person who is unable to make all or only certain decisions for themselves.

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, blind, or have other disabilities, and have little or no income or resources. Provides monthly payments (cash) to meet basic needs for food, clothing, and shelter.

Supported Decision Making (SDM): Supported Decision-Making is a less restrictive alternative to guardianship. Instead of having a guardian make decisions *for* the person with the disability, Supported Decision-Making allows the person with the disability to make his or her own decisions.

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 support from an external source (e.g., a state agency) to an individual in a paid, community-based setting, where most 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.

Acronyms in Disability

While not an exhaustive list, the following may be of assistance:

ACCES-VR	Adult Career and Continuing Education Services-Vocational Rehabilitation
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit/Hyperactivity Disorder
ADL	Activities of/for Daily Living
AIM	Alternate/Accessible Instructional Materials
AIS	Academic Intervention Services
AMO	(Effective) Annual Measurable Objective
APR	Annual Performance Report (State report on SPP performance)
APPR	Annual Professional Performance Review (to evaluate teacher performance)
ASVAB	Armed Services Vocational Aptitude Battery
AT	Assistive Technology
AYP	Adequate Yearly Progress
BEDS	Basic Educational Data System
BIP	Behavioral Intervention Plan
BOCES	Board of Cooperative Educational Services
BOE	Board of Education
CCLS	Common Core Learning Standards
CCO	Care Coordination Organization (OPWDD)
CDOS	Career Development and Occupational Studies
CEC	Council on Exceptional Children
CEIS	Comprehensive Early Intervening Services
CICO	Check-in, Check-out
ComHab	Community Habilitation
COTA	Certified Occupational Therapy Assistant
CP	Cerebral Palsy
CPSE	Committee on Preschool Special Education
CSA	Coordinated Set of Transition Activities (in IEP)
CSE	Committee on Special Education
CSEIS	Comprehensive Special Education Information System
CT	Consultant Teacher
CTE	Career and Technical Education
DB	Deaf-Blindness
DCDT	Division on Career Development and Transition
DCMH	Department of Community Mental Health
DD	Developmental Disability
DOH	Department of Health
DOL	Department of Labor
EBP	Evidence-Based Practice
ED	Emotional Disability
EI	Early Intervention (Program)
ELA	English Language Arts
ELL	English Language Learner
ENL	English as a New Language
EO	Educational Organization
ESSA	Every Student Succeeds Act
ESY	Extended School Year
FACE	Family and Community Engagement
FACS	Family And Consumer Sciences
FAPE	Free Appropriate Public Education
FAQ	Frequently Asked Questions
FBA	Functional Behavioral Assessment
FERPA	Family Educational Rights and Privacy Act
GED	General Education Diploma/Graduate Equivalency Degree
HH	Health Home (OPWDD)
HI	Hearing Impairment or Home Instruction
HIPPA	Health Insurance Portability and Accountability Act
HLQ	Home Language Questionnaire
HOH/HH	Hard of Hearing (sometimes written as HH)
HSE	High School Equivalency
IAES	Interim Alternative Educational Setting
ICT	Integrated Cooperative Teaching
ID	Intellectual Disability
IDEA	Individuals with Disabilities Education Act
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IESP	Individualized Education Services Program
IFSP	Individualized Family Service Plan
IHE	Institution of Higher Education
IHO	Impartial Hearing Officer
IIT	Integrated Intervention Team
ILC	Independent Living Center
IPE	Individual Plan for Employment (used by ACCES-VR)
IRA	Individualized Residential Alternative
ISP	Individual Service Plan (used by OPWDD)
IST	Instructional Support Team
ID	Intellectual Disability
IQ	Intelligence Quotient
LD	Learning Disability
LEA	Local Educational Association/Agency
LEP	Limited English Proficiency
LOTE	Language Other Than English
LOFE	Lapse of Formal Education
LPT	Language Proficiency Team
LRE	Least Restrictive Environment
MAPS	Management Needs, Academic, Physical, Social (4 required areas in PLPs)
MD	Multiple Disabilities

MLL	Multilingual Learner
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
MPSG	Measurable Postsecondary Goal
MSC	Medicaid Service Coordinator (OPWDD)
MTSS-I	Multi-Tiered System of Support-Integrated
NCLB	No Child Left Behind Act, 2002
NTACT	National Technical Assistance Center on Transition
NYSAA	New York State Alternate Assessment
NYSABE	New York State Association for Bilingual Education
NYSED	New York State Education Department, Office of Preschool-12 Grade
NYSESLAT	New York State English as a Second Language Achievement Test
NYSITELL	New York State Identification Test for English Language Learners
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	New York 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	Persons 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
RBERN	Regional Bilingual Education Resource Network
RA	Regional Associate (see SEQA)
RFP	Request for Proposals
RPC	Regional Partnership Center
RR	Resource Room
RT	Recreational Therapist
RTI	Response to Intervention
RTF	Residential Treatment Facility
RPC	Regional Partnership Center
RS	Related Service
SAIG	Social-Academic Instruction Groups
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
SESIS	Special Education School Improvement Specialist
SI	Speech/Language Impairment
SIFE	Students with interrupted formal education
SIRS	Student Information Repository System
SLD	Specific Learning Disability
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
TAP	Technical Assistance Partner
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

Acronym List Compiled by Stephanie Wozniak

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, school psychologist, or case worker at your school. Community-based support is also provided through your local BOCES, parent center, independent living center, and regional partnership center.



This guide was revised in collaboration by members of the Rockland Transition Consortium, professionals representing Rockland BOCES, Nyack Public Schools, and PNW BOCES.

With support from:

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