



Westchester Institute
for Human Development

<https://www.wihd.org>

Welcome!

**Community Support Network Transition
Institute 2021**

Intro to Transition Planning

Wednesday January 13, 2021 - 11 am

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Agenda

- What is a Transition Specialist?
- What is Transition Planning?

Assessments

Transition in the IEP

- Diploma Options

What is a Transition Specialist

A Transition Specialist is an educator whose role includes assisting students with planning for life after high school - specifically ensuring that students with disabilities will have the supports they need to be successful in their future.

This looks different in each district. In some districts there may be a designated person, while others may have multiple people who are there to assist with this planning process.

What is Transition Planning?

Transition Planning is an important and mandated part of the IEP. Transition Planning is the formal process of helping students plan for their lives after high school. This planning, as part of the IEP, is mandated in the school year when a student will turn 15.

Transition Assessments

Transition assessments begin at the age of 12, and are completed annually. This assessment provides an idea of student goals for after high school, as well as skills needed to achieve those goals. Each year the student, their parent and their teacher complete this assessment.

The student portion goes into detail of student interest and ability, while the parent and teacher forms rate level of preparedness for work, self-advocacy skills, and behaviors at home and school.

Transition in the IEP

Present Levels of Performance

Measurable Postsecondary Goals

Transition Needs

Coordinated Set of Transition Activities

Measurable Postsecondary Goals

The focus of this section is to spell out the student's future goals. Each IEP, starting at age 15, must have these goals added.

The goals are listed for education/training, employment and independent living skills.

The goals should be written in a measurable and specific statement.

Transition Needs

What does the student need in order to achieve these future goals.

This should be specifically related to achieving the goals listed.

There also must be an annual goal that directly relates to the transition needs.

The student's course of study will also be listed to show what course will help them achieve their postsecondary goals.

Example

Education/Training

██████████ will attend a day program that allows him to focus on his vocational skills.

Employment

██████████ will attend a day program that allows him to focus on his vocational skills.

Independent Living Skills (when appropriate)

- On his visual transition assessment, ██████████ indicated he will live at home with family.

Transition Needs

- - to build stamina for non preferred activities

Courses Of Study

██████████ will participate in courses aligned with NYS alternate assessment curriculum.

Coordinated Set of Transition Activities

The Coordinated Set of Transition Activities lists all the steps that the school will take for that school year to help the student make progress towards their postsecondary goals.

Spells out the courses of study, related services (if applicable), community experiences, development of employment/post-school adult living objectives. Also, where appropriate, daily living skills and a functional vocational assessment.

Example

■ **Coordinated Set of Transition Activities (School To Post School)** - 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).



Instruction

Service/Activity

Date

School District/Agency Responsible

██████ will participate in courses aligned with NYS alternate assessment curriculum.

09/08/2020

Special Education Teacher

Related Services

Service/Activity

Date

School District/Agency Responsible

██████ will participate in weekly speech therapy and occupational therapy.

09/08/2020

Speech/Language Therapist/Occupational Therapist

Community Experiences

Service/Activity

Date

School District/Agency Responsible

██████ will participate in monthly community trips to build his skills in navigating his home community.

09/08/2020

Special Education Teacher/Transition Counselor

Development of Employment and Other Post-school Adult Living Objectives

Service/Activity

Date

School District/Agency Responsible

██████ will participate in courses that allow him to build his vocational skills.

09/08/2020

Special Education Teacher/Transition Counselor

Acquisition of Daily Living Skills (if applicable)

Service/Activity

Date

School District/Agency Responsible

██████ will participate in courses that allow him to build his daily living skills.

09/08/2020

Special Education Teacher/Transition Counselor

Functional Vocational Assessment (if applicable)

Service/Activity

Date

School District/Agency Responsible

- Considered, not needed.

09/08/2020

Mamaroneck School District

Diploma/Credential Options

In New York, there are two diploma options and two credential options -

Diplomas - Local Diploma and Regents Diploma

Credentials - Career Development and Occupational Studies (CDOS) Credential and Skills and Achievement Commencement Credential

Pathways to Diploma - Credits

For both diploma types - students need to earn 22 credits in the following areas

4 Social Studies

1 Arts

4 English

.5 Health

3 Science

2 PE

3 Math

3.5 Electives

1 LOTE*

*LOTE - Language Other Than English - may be exempt per an IEP/504

Pathways to Diploma - Regents Exams - 4+1

REGENTS DIPLOMA

1 English 1 Social Studies
1 Math 1 Pathway (+1)
1 Science

Must pass all with a score of at least 65 - can appeal scores between 60-64

LOCAL DIPLOMA

1 English 1 Social Studies
1 Math 1 Pathway (+1)
1 Science

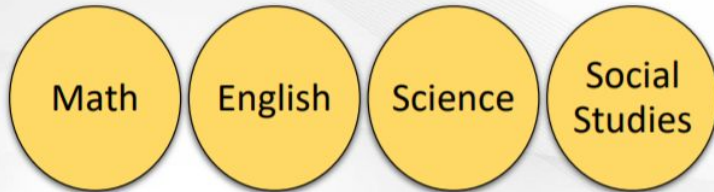
Must pass all with a score of at least 55
- can appeal scores between 52-54

Pathways to Diploma - Regents Exams - 4+1

Multiple (4+1) Pathways

4

All students must pass
4 required assessments
(one in each discipline)



+1

Pathways

STEM

Humanities

Arts

LOTE

CTE

CDOS

Pathways to Diploma - Regents Exams - 4+1

LOCAL DIPLOMA

For students with disabilities

Compensatory Option - For up to 2 grades of 65 or higher on any Regents, student can compensate for another exam (not ELA or Math) with score of 45-54

Superintendent's Determination - Consideration for graduation by school principal and superintendent, by way of a review of student's file for evidence he/she has met graduation level proficiency in learning standards for the course in lieu of passing Regents scores, upon parental request **ONLY**

Credentials

Career Development and Occupational Studies (CDOS) Credential - can be earned by all students, but can be used as the only exiting document for student with disabilities. Students must demonstrate commencement level achievement of CDOS learning standards, 216 hours (2 units) of career / technical education coursework, of which at least 54 must be work based learning (WBL), an annual career plan and at least one employability profile.

Skills and Achievement Commencement Credential - only available to students who are alternately assessed, must have completed at least 12 years of school (not including K), or be age 21, and participate in courses aligned with CDOS learning standards

Next steps

For more information regarding your student specifically, it would be best to reach out to their Special Education contact teacher or guidance counselor for more details on how your district handles transition planning.

Questions??

