Next Steps: Transition Tips for School and Post-Graduation

Parent to Parent of NYS
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Important Points

• When a student graduates or exits high school, the public school no longer has a legal responsibility to provide services.

• No single adult services agency is responsible for coordinating services after graduation.

The Role of the School

• Public school is responsible to help develop a plan for a job, a place to live, social activities and other important aspects of adult life.

• Based on the needs of the student, the student's team should begin to set goals for graduation or exit from the school system.

• Section 200.4 - (d)(2)(ix) For those students 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), and updated annually.

The Role of the School

• While a student is still in school, you have the right to ask to have specific life skills taught to help your child become more independent.

• In the middle and high school years, it becomes very important to assess what skills your child has and what skills they will need in the future.

• Section 200.4 - (a) under present levels of performance, a statement of the student’s needs, taking into account the student’s strengths, preferences & interests as they relate to transition from school to post-school activities.
The Role of the School

• The school team, student & parents should begin to look at the supports that will be needed in the community to achieve the established goals and assist the student in applying for services.

• Section 200.4 - (b) appropriate measurable post-secondary goals based upon age appropriate transition assessments, training, education, employment and where appropriate independent living skills.

The Role of the School

• Vocational and Educational Services for Individuals with Disabilities (VESID) is a state agency that provides some direct services and pays other agencies to provide vocational and related services. You must apply within 2 years of exiting high school.

• Community colleges, universities and vocational schools—whose federal funding MUST offer support services for students with disabilities: counseling, testing modifications, interpreter services, note takers, adaptive equipment, accessible classes, readers, tutors.

• http://www.ada.gov/cguide.htm A Guide to Disability Rights Laws

Considering College?

• Contact the Director of Disabled Student Services at each college. Services at each college can vary

• Students have to take the initiative to make the contact

• Resources:
  – www.vesid.nysed.gov/specialed/transition/tranmain
  – www.heath.gwu.edu
  – www.vesid.nysed.gov/lsn/setrclocations

Section 200.4

• (c) a statement of the transition services needs of the student that focus on the student’s courses of study, such as participation in advanced-placement courses or a vocational education program.

• (d) needed activities to facilitate the student’s movement from school to post school activities, including instruction, related services, community experiences, the development of employment and other post-school adult living objectives and when appropriate, acquisition of daily living skills and functional vocational evaluation;

• (e) A statement of the responsibilities of the school district and when applicable, participating agencies.
Further assistance may be obtained by contacting your local Parent Training & Information Center (PTIC)

Thank you

√ our website
www.parenttoparentnys.org

Education Page
http://www.parenttoparentnys.org/Services/education_information.htm

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