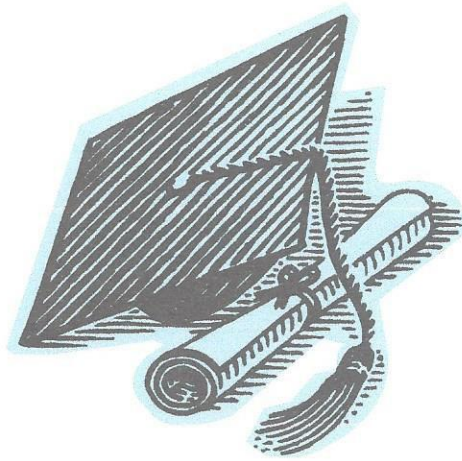


Transition Packet



Monica Snyder Adams, M.S.

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Questions Students Should Ask Their IEP Team Members or Support Network

The following are questions, recommended skills, and steps needed in planning for postsecondary education. This section provides a general guide to the order you might follow for your transition planning but the timeline for steps may vary based on individual situations.

How do I develop self-advocacy skills?

- ___ Find effective ways to explain your disability and how your disability impacts your learning.
- ___ Practice with a teacher or a counselor.
- ___ Communicate strengths and weaknesses (courses and types of assignments that were easier or more difficult).
- ___ Explain strategies and assistive technology that help you learn best.
- ___ Explain academic areas where you may need accommodations (extended test-taking time, note taker, lecture notes, books on tape, and so forth). Learn which accommodations are used at the postsecondary level and avoid using accommodations in high school that are not used at the postsecondary level.
- ___ Explain current services provided (accommodations, assistive technology or extra help that has been successful).
- ___ Approach instructors at the beginning of the course regarding what accommodations you need.
- ___ Understand and be able to explain your legal rights (IDEA, ADA, Section 504).
- ___ Understand and communicate what is a reasonable accommodation.
- ___ Actively participate in your IEP meetings by sharing your interests and postsecondary goals with the team. Make sure transition plans are documented in your IEP.

How and when do I develop a timeline for transition planning to postsecondary education?

Pre-High School

- ___ Develop measurable postsecondary goals at the age of 14 (or younger if determined by the IEP team) in the areas of education/training, employment and, if appropriate, independent living.
- ___ Plan out your high school classes (general education and/or college prep classes). Many colleges/universities have academic requirements for specific courses in English, math, sciences, social sciences, and foreign language.
- ___ Develop a list of postsecondary options of interest.
- ___ Create a free student account on www.wicareerpathways.org and explore the site.
- ___ Develop an understanding of disability and learning styles.
- ___ Develop study skills.

- ___ Start saving money.
- ___ Create a personal email account to facilitate correspondence with colleges/universities, potential employers, etc.
- ___ Identify transition needs and career planning goals through the IEP process.
- ___ Remediate and/or compensate for basic-skill deficits.
- ___ Learn how to use any assistive technology necessary for academic success. Continue to explore this technology throughout high school.

Ninth Grade

- ___ Contact a guidance counselor and design a four-year class schedule.
- ___ Develop a clear understanding of the nature of your disability and how it affects your learning.
- ___ Take courses or participate in groups that promote skills in time management, studying, assertiveness training, stress management, and exam preparation.
- ___ Prepare for all classes.
- ___ Explore career options (interest inventories, career fairs, discussion with school personnel and parents).
- ___ Participate in job shadows of the different careers which interest you.
- ___ Develop skills for academic independence (time management, study skills, note taking, etc.).
- ___ Participate in extracurricular activities (athletic and nonathletic).
- ___ Continue to remediate and/or compensate for basic-skill deficits.
- ___ Determine what types of courses are necessary for admission to colleges/universities and technical colleges (keep in mind, modified and/or special education courses may not be acceptable for admission to some postsecondary institutions).
- ___ Investigate academic requirements for the career you are interested in and evaluate the need for changes in your courses.
- ___ Investigate assistive technology tools (communicative device, unique computer needs, TTY, and so forth). Learn to use as many kinds of software as you can (word processing, spreadsheets, web site design, powerpoint, etc.)

Tenth Grade

- ___ Continue academic preparation and remediation/compensation strategies, and identify any assistive technology needs.
- ___ Identify interests, aptitudes, and accommodation needs.
- ___ Continue career exploration and investigation.
- ___ Continue or develop self-advocacy skills (asking for help, communicating needs to instructors, explaining disability and its impact, etc.).
- ___ Meet with a guidance counselor to discuss colleges/universities and technical colleges and their requirements. Review/update your high school course plan accordingly.
- ___ Find out if the college/university or technical college you are interested in requires or recommends you take the ACT, SAT, or other placement exams. If they do, make preparations to take the appropriate exam.
- ___ Attend college, job/career, and transition fairs.
- ___ Visit colleges/universities, technical colleges, and other postsecondary education training options. Visit and meet with the disability services staff.
- ___ Gather information about college/university/technical college programs and about services offered for students with disabilities.
- ___ Investigate eligibility requirements and services available through the WI Division of Vocational Rehabilitation (DVR) and other adult service providers such as the Department of Human Services, Aging and Disability Resource Centers (ADRC), Managed Care Organizations (MCO), Center for Independent Living (CIL) and Workforce Investment Act (WIA) partners.
- ___ Participate in volunteer and paid work experiences.

Eleventh Grade

- ___ Continue academic preparation and remediation/compensation strategies, assistive technology needs, and self-advocacy skills.
- ___ Focus on matching interests/abilities and career goals to appropriate post-secondary education choice.
- ___ Identify appropriate postsecondary choice (what college/university or technical college you want to attend).
- ___ Take ACT, SAT, or other entrance exams with or without accommodations (must apply for accommodations ahead of time).
- ___ Share your postsecondary goals with your IEP team.
- ___ Identify people to write recommendations for you.
- ___ Invite DVR counselor and other appropriate adult agency representatives to your IEP meeting to discuss services and how they can help you reach your postsecondary goals. Complete DVR application to begin the eligibility and Order of Selection (OOS) process at least two years prior to graduation.
- ___ Tour college/university and technical college campuses, making sure to visit and meet with the disability services staff.
- ___ Investigate disability services offered by various postsecondary education providers to determine which meet your needs.
- ___ Determine what information is required by the college/university or technical college you want to attend for disability documentation to access disability services. Begin to assemble this information with the assistance of your parent(s)/guardian(s) and IEP case manager.
- ___ Develop a draft Summary of Performance (SoP) with your case manager to share at time of application for services, for both adult services (DVR, etc.) and college/university/technical college disability services.
- ___ Obtain documentation of disability from current assessments within two years of graduation date (formal measures of intelligence, formal and informal measures of academic achievement and functional performance, medical records, nature and extent of disability).
- ___ Learn to use local public transportation options.
- ___ Obtain a picture identification card or driver's license.
- ___ Prepare applications for appropriate adult services.



Twelfth Grade

- ___ Strengthen self-advocacy skills.
- ___ Know your legal responsibilities after the age of 18.
- ___ Prepare a transition to postsecondary packet for disability documentation that may include: evaluation reports, transcripts, test scores, current IEP, SoP (Summary of Performance), medical records, writing samples, and letters of recommendation. It is important to check with the individual college/university or technical college to determine required documentation of disability as these differ from institution to institution.
- ___ Role-play interviews.
- ___ Talk with students who are receiving disability services at colleges/universities, technical colleges, and other postsecondary education training settings about their experiences.
- ___ Prepare and submit applications for college/university, technical college, or other postsecondary education training program.
- ___ Complete application for financial aid.
- ___ Investigate and apply for scholarships.
- ___ After acceptance to a college/university or technical college program, contact the disability services office to disclose disability and to schedule a meeting to learn how to access accommodations and prepare for the transition.
- ___ If determined eligible, jointly develop your Individualized Plan for Employment (IPE) with a DVR counselor, which identifies goals, services, and responsibilities. Develop service plans with other adult service agency providers as appropriate.
- ___ Purchase or explore funding options (DVR, Family Care/MCO, IRIS, other county agencies) to purchase any personal technology such as computers, Smart Pens, specialized software, or other assistive technology needs.
- ___ Obtain finalized copy of your Summary of Performance (SoP). Schools are required to provide students with an SoP, which includes a review of academic achievement, functional performance, and recommendations, to assist the student in achieving his or her measurable postsecondary goals prior to school exit.

18-21 Year Old Transition Services*

- ___ Move primarily into community settings,
- ___ Engage in individualized career planning with family and adult service providers.
- ___ Align volunteer and paid work experiences with interests and strengths.
- ___ Explore and seek postsecondary education and training opportunities needed for career development.
- ___ Focus on gaining maximum independence in employment settings.
- ___ Increase independence skill development (for example, transportation/buses, money management, social skills, meal planning, home and self-care).

*The passage of the Individuals with Disabilities Education Act (IDEA) in 1990 and the subsequent reauthorizations, including the latest in 2004, requires school districts to provide transition services for students with disabilities in order to improve post-school outcomes for these youth. To help meet the requirements for transition, many school districts have developed community-based transition options. These service options are designed to support students who need to continue to work on their transition goals and who have completed academic requirements/credits for graduation as outlined in their Individual Education Plans (IEPs).

Community-based transition services are alternative special education opportunities developed by public school systems in age-appropriate community settings, such as vocational-technical schools, houses, offices, or other community locations. They provide opportunities for students with disabilities aged 18-21 to gain independent living skills, vocational skills, social and functional skills, and self-advocacy skills in real-life settings and to participate in age-appropriate activities in their communities.

How do I select a college/university or technical college?

- ___ Talk to people who have graduated from your high school and have gone on to postsecondary study. Talk to counselors, teachers, parents, and family friends about programs and schools that match your interests.
- ___ Explore programs at several potential locations to determine if they match your career interests and goals.
- ___ Investigate the climate.
- ___ Investigate the setting.
- ___ Investigate the admission requirements.
- ___ Investigate available disability services and history of providing accommodations.

How do I match my interests and needs with course offerings of the college?

- ___ Determine field of study, interest, or possible major.
- ___ Identify/match college/university or technical college with interest/field of study.
- ___ Participate in job-shadowing experiences and write down what skills and knowledge are needed for that career. Look for courses and college experiences that build that knowledge and those skills.
- ___ Inquire about class sizes.
- ___ Inquire about support classes (time management, study skills, writing labs, etc.).
- ___ Inquire about academic requirements for the field of study you are interested in and make sure you meet those requirements.

How do I match my needs to the programs and services offered at the college?

- ___ Inquire about learning support programs and services available.
- ___ Inquire about counseling support programs and services available.
- ___ Inquire about mentoring and/or tutoring programs.
- ___ Inquire about special assistance for the application process.
- ___ Inquire about possible requirement waivers for admission.
- ___ Inquire about alternative admission options.

What are the financial considerations?

- ___ Determine tuition, books, transportation, and housing costs.
- ___ Determine tutoring fees.
- ___ Investigate availability of scholarships.
- ___ Investigate availability of financial aid and the number of credits you must take to be eligible.
- ___ Investigate availability of work-study opportunities.
- ___ Investigate employment opportunities (on and off campus).
- ___ Determine with family members the amount of financial support they can offer.

What housing accommodations are available?

- ___ Determine whether to live on/near campus or at home.
- ___ Investigate on-campus housing (rules, computer availability, study rooms, etc.).
- ___ Investigate off-campus housing.
- ___ Inquire about support services (special floor considerations, assistance, etc.).
- ___ Obtain documentation if single room is a required accommodation.

What transportation provisions are available?

- ___ Inquire about accessible public transportation.
- ___ Inquire about parking for students.
- ___ Will you have access to a car?
- ___ Will you have access to a carpool?

Transition Information for Parents, Physicians, and Providers of Youth and Young Adults with Special Health Care Needs

"Transition is a process, not an event."
--from the National Center for Youth with
Disabilities

As a parent or medical provider for a youth or young adult with special health care needs, you may be caught up in day-to-day details.

This brochure is a reminder that your teen is growing up and it is time to start thinking about key decisions you will need to help them make in the next several years.

We hope the information and related resources provided help you and your young adult plan for the future.



Our future exists in the hopes of our
children . . .

Encouraging Independence

- Evaluate your teen's knowledge of his/her health care needs. Fill in any gaps in understanding.
- Continue to teach self-help skills for independence and additional skills related to specific health care needs.
- Teach your teen to talk with medical providers about age-appropriate information such as physical and emotional development and sexuality.
- Help your young adult write an up-to-date record of their medical history with his/her medical provider. Include conditions, operations, medications and treatments (with dates, doctors and recommendations).
- Teach your teen to make medical appointments and be responsible for refilling prescriptions and ordering supplies.
- For transfer of medical care, research adult health care providers.
- Begin exploring health care financing and coverage options for your young adult.
- If your young adult has not received SSI due to parental income or assets, contact SSI prior to your young adult turning 18 to see if he/she will become eligible.
- If appropriate, apply for guardianship so that it is in place before your young adult turns 18.
- If your teen has a 504 Plan or Individualized Education Plan (IEP) at school, attend meetings with your teen. Encourage your teen to actively participate. Keep a copy of the plan that is developed to assure that it is followed.
- Help your teen explore volunteer and work activities. Encourage him/her to think about possible career interests and investigate resources or support needed for meaningful employment or education.
- Support your teen in identifying and attending support groups and participating in recreation, social and leisure activities.

Graduation Requirement Course Timeline
Henry Viscardi School

Local Diploma

9 th Grade	English 9 (1 credit) Global History 9 (1 credit) Integrated Algebra (1 credit) Living Environment (1 credit) LOTE (Spanish) (1 credit) PE (.5 credit)
10 th Grade	English 10 (1 credit) Global History 10 (1 credit) Integrated Algebra (Extended) (1 credit) Earth Science (1 credit) LOTE (Spanish) 1 credit Health (.5 credit) PE (.5 credit)
11 th Grade	English 11 (1 credit) US History and Government (1 credit) Math Course (1 credit) Science Course (1 credit) LOTE (Spanish) *optional (1 credit) PE (.5 credit)
12 th Grade	English 12 (1 credit) Economics and Government (1 credit) Art/Music (1 credit) PE (.5 credit)

Exams

Student must take each of the five exams required and can receive their diploma in 3 ways:

1. Receive between a 55-64 on one or more of the exams
2. Receive a score of 45-54 on an exam (excluding math and english) if he/she receives a 65 or higher on another exam
3. Participate in all required exams and obtain a CDOS Commencement Credential. A parent request (in writing) must be submitted and the Head of School must make a determination for graduation (*Superintendent's Determination*)

Integrated Algebra or Geometry
 English
 Global or US History
 Living Environment or Earth Science
 One additional exam (likely in social studies or science)

All students must obtain 22 credits upon graduation.

Regents Diploma

9 th Grade	English 9 (1 credit) Global History 9 (1 credit) Integrated Algebra (1 credit) Living Environment (1 credit) LOTE (Spanish) (1 credit) PE (.5 credit)
10 th Grade	English 10 (1 credit) Global History 10 (1 credit) Integrated Algebra (Extended) (1 credit) Earth Science (1 credit) LOTE (Spanish) (1 credit) Health (.5 credit) PE (.5 credit)
11 th Grade	English 11 (1 credit) US History and Government (1 credit) Math Course (1 credit) Science Course (1 credit) LOTE (Spanish) *optional (1 credit) PE (.5 credit)
12 th Grade	English 12 (1 credit) Economics and Government (1 credit) Art/Music (1 credit) PE (.5 credit)

Exams (Regents: 65 or higher on each)

Integrated Algebra OR Geometry OR Algebra 2/Trigonometry

English

Global

US History

Living Environment OR Earth Science

You may achieve a Regents Diploma with Honors by achieving a 90 or higher on each of these Regents exams.

All students must obtain 22 credits upon graduation.

Regents Diploma with Advanced Designation

9 th Grade	English 9 (1 credit) Global History 9 (1 credit) Integrated Algebra (1 credit) Living Environment(1 credit) LOTE (Spanish) (1 credit) PE (.5 credit)
10 th Grade	English 10 (1 credit) Global History 10 (1 credit) Integrated Algebra (Extended) (1 credit) Earth Science (1 credit) LOTE (Spanish) (1 credit) Health (.5 credit) PE (.5 credit)
11 th Grade	English 11 (1 credit) US History and Government (1 credit) Geometry (1 credit) Science Course (1 credit) LOTE (Spanish) (1 credit) PE (.5 credit)
12 th Grade	English 12 (1 credit) Economics and Government (1 credit) Algebra 2/Trig (1 credit) Art/Music (1 credit) PE (.5 credit)

Exams (Regents: 65 or higher on each)

- Integrated Algebra
- Geometry
- Algebra 2/Trigonometry
- English
- Global
- US History
- Living Environment
- Earth Science
- Spanish Comprehensive Exam

All students must obtain 22 credits upon graduation.

Career Development and Occupational Studies Commencement Credential (CDOS)

The CDOS Commencement Credential is intended to indicate a student's readiness for entry level jobs. It can be awarded either in addition to a Regents or Local Diploma or to a student with a disability who is unable to earn a diploma.

The following must be completed during grades 9-12 to obtain a CDOS Credential:

CTE Coursework	<ul style="list-style-type: none"> ❖ Career and Financial Management ❖ Independent Living 11 ❖ Independent Living 12
Work Based Learning Hours (54 hours)	<ul style="list-style-type: none"> ❖ Job Shadowing ❖ Community Service ❖ Volunteering ❖ Service Learning ❖ Senior Project
Career Plan	<p>Each school year each student must complete and/or revise their Career Plan. This includes the student's interests, goals, strengths and needs as related to a career.</p>
Employability Profile	<p>Documents the student's employability skills and experiences. Staff member will complete within the student's final school year.</p>

Skills and Achievement Commencement Credential (SACC):

Students with severe disabilities who are eligible to take the New York State Alternate Assessment (NYSAA) may receive the SACC. The Skills and Achievement Commencement Credential is given to students at the age of 21, who are exiting school. The student must have attended at least 12 years, excluding kindergarten, and will be given this commencement certificate similar in form to the diploma. The Skills and Achievement Commencement Credential must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.

TYPES OF ADULT DAY SERVICES

Day Habilitation is a person-centered adult program. It gives participants more choices over their daily activities. They have the opportunity to explore new areas of interest; become more involved within their communities; develop communication and interpersonal skills; and set and pursue personal goals.

- **Traditional Day Habilitation** typically takes place within one building, each day, with a structured schedule.
- **Day Habilitation Without Walls** takes place out in the community. Adults are either picked up from their homes, or meet within the community. They go to various places each day, depending on the adult's goals and interests.

Community Habilitation services can be delivered at any non-certified location, including the individual's home. Supports include adaptive skill development, assistance with activities of daily living (hands-on), community inclusion and relationship building, training and support for independence in travel, transportation, adult educational supports, development of social skills, leisure skills, self-advocacy and informed choice skills, and appropriate behavior development to help the individual access their community.

Supported Employment provides the supports individuals need to obtain and maintain paid competitive jobs in the community. Individuals with disabilities will typically transition to supported employment through ACCES-VR and require limited job coaching to successfully maintain their employment. Individuals also come to supported employment from programs that offer intensive training such as Employment Training Program.

- **Employment Training** offers individuals an opportunity to work in an internship that will lead to permanent employment in a community business. During the internship, the individual learns the skills needed for the job. Participants also attend job readiness classes that present topics such as conflict resolution and how to dress for work. Services include increased job development and job coaching as well as assistance with other employability skills.

Vocational Training is training that emphasized skills and knowledge required for a particular job function (such as typing or data entry) or a trade (such as carpentry or welding). **Vocational education** is education that prepares people to work in a trade, a craft, as a technician, or in professional careers.

Online Literature for Parents:

Parent Brief-Promoting effective parent involvement in secondary education and transition

Preparing for employment at home

http://www.pacer.org/publications/parentbriefs/ParentBrief_Mar06.pdf

Person-Centered Planning: A Tool for Transition

Person Centered Planning and IEP Transition Goals

<http://www.ncset.org/publications/viewdesc.asp?id=1431>

Transition “Starters” for Everyone

Basic information about transition planning

<http://www.parentcenterhub.org/repository/transition-starters/#parents>

National Association of Parents with Children in Special Education

Resource for parent support and transition information

<http://www.napcse.org/transitionservices.php>

NYSED Transition Student, Parent and School Resources

Resources for parents and students from NYSED

<http://www.p12.nysed.gov/specialed/transition/sandf.htm>

Parent to Parent

Connection to other parents with children with disabilities and help with agencies and supports

<http://parenttoparentnys.org/index.php/education/resources>

OPWDD Self Direction

How to get and navigate self-direction through OPWDD services

https://opwdd.ny.gov/opwdd_services_supports/self-direction-individuals

Center for Parent Information and Resources

Nationwide support and services for parents

www.parentcenterhub.org

ACCES-VR Information

Adult Career and Continuing Education Services-Vocational Rehabilitation or ACCES-VR (formally VESID), works with students, families and schools to coordinate appropriate services for students with disabilities who are leaving secondary education. In order to enable students to achieve maximum success in post-high school activities (employment, post secondary education or independent living) students and families must apply for ACCES-VR services. In order to receive aid from ACCES-VR, the following process must be followed:

1. Complete the attached **ACCES-VR application** along with a **Henry Viscardi release form** and bring both to Mrs. Monica Adams, Guidance Counselor/Transition Coordinator
2. Mrs. Adams will send your application to the appropriate district office (based on which location is closest to your home)
3. You will be contacted by your local district office with a scheduled orientation appointment(contact information is attached)
(sometimes the orientation/intake meeting can be schedules at HVS)
4. Notify Ms. Monica Snyder when you have made an appointment at (516) 465-1698 or if you need to reschedule the appointment time
5. After your intake meeting, **you must follow up** with your assigned ACCES-VR counselor and complete their next directed steps

Please contact Mrs. Monica Adams, Guidance Counselor/Transition Coordinator at (516)465-1698 with any questions or concerns.

ACCES-VR District Office Contacts

Bronx District Office (718)931-3500

Brooklyn District Office

Vanessa Scholock

Phone 718-722-6755

Manhattan District Office (212)630-2301

Kevin Scarboro (212)630-2344

Staten Island District Office (718)816-4800

Westchester District Office

Mark Ridgeway (914)946-2556

Queens District Office

Marlyn Arce-Herasme 347-510-3157

Suffolk County Hauppauge/Riverhead District Office

Bill Boss (631)952-6375

Nassau County Garden City District Office

Tony Fitzgerald (516)227-6824

Works at The Viscardi Center on Wednesday afternoons

Office for People with Developmental Disabilities (OPWDD)

OPWDD offers several specialized supports for children and adults with developmental disabilities. OPWDD can generally meet identified, planned service needs for eligible children or adults as well as to their family members to reinforce supports for their loved one.

OPWDD offers the following services:

- ❖ Individual Support Services
- ❖ Respite Center
- ❖ Residential Habilitation
- ❖ Day Habilitation
- ❖ Community Habilitation
- ❖ Day Treatment
- ❖ Pre-Vocational services
- ❖ Supported Work
- ❖ Care at home
- ❖ CSS
- ❖ Family Education
- ❖ Care Coordination
- ❖ Environmental Modifications and Adaptive Services

The Front Door is the process that all candidates must go through in order to obtain OPWDD services and/or OPWDD adult services. ***Most adult programs require you to 'go through the front door'***

The following steps must be taken in order to go through the Front Door:

1. Fill out a transmittal form (You can ask the Guidance Office for one)
2. Request that your school send in a 'referral packet' which includes school records and evaluation reports
3. Once the 'referral packet' is reviewed, the DDRO (district office) will evaluate the child or adult
4. The DDRO (district office) committee will review the eligibility request materials and determine eligibility
5. If the child or adult is determined eligible, the family is responsible to attend (and required to attend) a Front Door Information Session. *Dates and times of these sessions are available in the Guidance Office upon request. You may attend a 'Front Door Meeting' prior to obtaining eligibility to learn about the process.*
6. After you attend a session and eligibility is approved, you will have an individual phone meeting to discuss appropriate services (if you do not already work with a Care Coordinator (formerly MSC), you will need to pick a CCO that services your area to obtain a Care Coordinator-who will monitor and coordinate your child's services

Please see next page for details regarding CCO information

People First Care Coordination: A New Way to Coordinate Your Care

Changes to be implemented July 1, 2018

Below are some of the changes that will be implemented to the way your child will receive his/her services.

Care Managers are the people that will help you to manage your child's services. *Service coordinators will turn into care managers. They will be properly trained in the new ways to service your families. There is expected to be less turnover with Care Managers.*

Coordinated Care Organizations (CCOs) are the agencies that will provide services from OPWDD and health services. They will coordinate ALL services. *There will only be 7 CCOs in all of New York State rather than MANY agencies that provide service coordination.*

There will be three Coordinated Care Organizations (CCOs) that will have a parental advisory board. The three CCOs are **Advanced Care Alliance, Tri County Care, and Care Design New York.**

Health Home/Care Coordination/CCOs are the same thing. They are how the services are coordinated. The care manager is the person who will be helping families with obtaining the services. Families will have same services as before, unless requested otherwise

"Life Plan" will replace the Individualized Service Plan (ISP). This will happen and be developed next annual after July 1st.

A **Parent Portal** will be available for you to see all information such as health info, Life Plan, Day program.

There will be 2 **Care Management Options** (both provided by the CCOs):

Health Home Care Management which meets 2-4 times a year. This management is the most comprehensive.

Basic Home & Community Based Services (HCBS) plan meets less times a year. With this plan you are less likely to keep current medicate services coordinator (MSC). This plan is **NOT** recommended by OPWDD and CCOs. OPWDD reports that this support is less comprehensive.

Next Steps (*Service Coordinators are responsible to do the following*):

- MSCs will go over the information with families.
- They will go over the transition to CCOs, which CCO is available in your region, and the different care management options.
- They will also inform families of which CCO they will be joining.



Contact Information

Region 1

Finger Lakes 855-OPWDDFL (679-3335) (Counties: Chemung, Livingston, Monroe, Ontario, Schuyler, Seneca, Steuben, Wayne, Wyoming, Yates) operational 8/1/13

Western 800-487-6310 (Counties: Allegany, Cattaraugus, Chautauqua, Erie, Genesee, Niagara, Orleans) operational 8/1/13

Region 2

Broome 607-771-7784 press 0 (Counties: Broome, Chenango, Delaware, Otsego, Tioga, Tompkins)

Central New York 315-793-9600 Ext. 603 (Counties: Cayuga, Cortland, Herkimer, Lewis, Madison, Oneida, Onondaga, Oswego)

Sunmount 518-561-8190 (Counties: Clinton, Essex, Franklin, Hamilton, Jefferson, St. Lawrence)

Region 3

Capital 518-370-7413 (Counties: Albany, Fulton, Montgomery, Rensselaer, Saratoga, Schenectady, Schoharie, Warren, Washington)

Hudson Valley 845-947-6011 Rockland

845-695-7330 Orange Sullivan

914-332-8960 Westchester

Taconic 845-473-5050 (Counties: Putnam, Dutchess County)

845-382-1899 (Counties: Columbia, Green, Ulster)

Region 4

Queens 718-217-6485

Kings 718-642-8576

Manhattan 646-766-3220

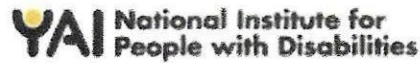
Bronx 718-430-0757

Richmond 718-982-1913

Region 5

Long Island 631-434-6000 (Counties: Nassau, Suffolk)

631-434-6100



The YAI Network serves people with disabilities and their families from birth, through all the transitions of childhood, adolescence and adulthood and through the end of the lifespan. Through each phase, our goal is to provide dignified, caring, professional services that help the people we serve maximize their potential in every area of life, regardless of their age or the nature of their disabilities

Since 1957, YAI/National Institute for People with Disabilities (YAI/NIPD) has been a pioneer in life-adjustment, transitional and community-based services for people of all ages with developmental disabilities and their families. YAI/NIPD serves people with disabilities and their families throughout the New York metropolitan area, including Long Island and Westchester County.

One of seven agencies comprising the YAI Network, YAI/NIPD provides community-based supported living options, day services, family support, recreation, employment training and placement, home health care, information and referral, skills training, case management and camping and travel. In short, every service that people with developmental disabilities need to succeed.

For information on programs, services, evaluations or referrals, please call 1-866-2-YAI-LINK or e-mail link@yai.org. If someone does not answer when you call, please leave a message and a specialist will return your call as soon as possible.

For all other enquiries, please call our central office at 212-273-6100.

AFTER HIGH SCHOOL, THE RULES CHANGE...

Laws and Responsibilities

High School	Post Secondary
Students receive special education and related services to address needs based on an identified disability.	Formal special education services are not available.
Individuals with Disabilities Education Act (IDEA) Free Appropriate Public Education (FAPE)	Any college or university that accepts federal funds must adhere to Section 504 and the Americans with Disabilities Act (ADA) in providing equal access. Section 504, ADA and the Americans with Disabilities Amendments Act provide reasonable accommodations and auxiliary aids for accessibility and reasonable accommodations.
Public Schools serve ages 3-21 or until regular high school diploma requirements are met.	Colleges and universities serve students with disabilities regardless of age; schools may not discriminate in recruitment, during admission, or after admission, solely on the basis of a disability.
School attendance is mandatory.	Students decide to attend and pay tuition per class.
Districts are required to evaluate and identify students with disabilities.	Students are responsible for disclosing their disability and providing current documentation of a disability for each accommodation being requested. They must be self advocates. Accommodations are not made without the student revealing his/her disability and planning with the appropriate postsecondary staff.
Services include individually designed instruction, modifications, and accommodations based on the IEP.	Reasonable accommodations may be made to provide equal access and participation.
Individual student's needs based on the IEP may be addressed by program support for school personnel.	No formal program support for school personnel is provided. Colleges and universities do not provide personal care of support personnel. Most colleges and universities have a contact person or center regarding disability services.
Progress toward IEP goals is monitored and communicated to the parent/guardian and/or the student.	Students are required to monitor their own progress and communicate their needs to instructors.
Transition planning and progress toward measurable postsecondary goals is monitored and communicated to parents/guardians and/or the student.	If determined appropriate by an IEP team, a high school special education student can dually enroll at a postsecondary institution. If taking a college class, the student and/or parents/guardians will receive grades from the college and progress updates from the school district.
Schools assist in connecting the student with community support agencies if so identified as a transition need according to the IEP.	Students are responsible for making or maintaining their own connections with community support agencies.
Teachers are responsible for informing students about changes and updates to the class content or schedule.	Students are responsible for checking email or online course content system for changes and updates from instructors.

★ I am getting disability payments from my job or another agency. Can I automatically get Social Security disability benefits?

No. Social Security disability laws are different from most other programs. For example, Social Security does not pay benefits for partial disability.

★ How long does it take to make a decision?

Generally, it takes about 3 to 5 months to get a decision. However, the exact time depends on how long it takes to get your medical records and any other evidence needed to make a decision.

★ How does Social Security make the decision?

We send your application to a state agency that makes disability decisions. The state has medical and vocational experts who will contact your doctors and other places where you received treatment to get your medical records.

The state agency may send you forms to complete or ask you to have an examination or medical test. If the state does request an examination, **make sure you keep the appointment.** You will not have to pay for any examination or test you are sent for, by the state agency.

★ If Social Security decides that I am disabled, what types of benefits can I receive?

Social Security pays disability benefits under two programs:

- Social Security Disability Insurance (SSDI) for insured workers, their disabled surviving spouses, and children (disabled before age 22) of disabled, retired, or deceased workers.
- Supplemental Security Income (SSI) for people with little or no income and resources.

★ Will my personal information be kept safe?

Yes. Social Security protects the privacy of each individual we serve. As a Federal agency, we are required by the Privacy Act of 1974 (5 U.S.C. 522a) to protect the information we get from you.

★ What if I am more comfortable speaking in a language other than English?

You are encouraged to bring a friend or relative to translate for you. We provide free interpreter services to help you conduct your Social Security business. However, we need advanced notice to make arrangements with the translator.

★ Where can I get more information?

You can visit our website at www.socialsecurity.gov, ask the interviewer during your appointment, or call us toll-free at 1-800-772-1213 (for the deaf or hard of hearing, call TTY 1-800-325-0778).

Checklist – Adult Disability Interview

We encourage you to begin the application process online.

Visit www.socialsecurity.gov/applyfordisability to get started!

Use this **Checklist** to get ready for your appointment or when filing online. We need your personal and income information to complete the interview to determine if you are eligible for disability benefits. Keep your appointment even if you do not have all of the information. We will help you get any missing information.

Check off the applicable items below as you get them together for your interview.

- Medical records already in your possession.** (We will help you get the rest of your medical records. Please bring whatever medical records you have to the interview).
- Workers' compensation information, including the settlement agreement, date of injury, claim number, and proof of other disability awarded payment amounts.
- Names and dates of birth of your minor children and your spouse.
- Dates of marriages and divorces.
- Checking or savings account number, including the bank's 9-digit routing number, if you want Direct Deposit for your benefit checks.
- Name, address, and phone number of a person we can contact if we are unable to get in touch with you.
- If a medical release Form SSA-827 (Authorization to Disclose Information to the Social Security Administration) was included with this package, please **complete** (sign and date with witness signature) **and** return it as directed.
- If unable to file online, **complete** the "Medical and Job Worksheet – Adult" and **bring** to your interview.

Bring the Checklist items and information to your appointment or have them with you if your appointment is by telephone.

Do not delay filing your application, even if you do not have all of the information.

Paratransit is recognized as special transportation services for people with disabilities, as a supplement to public transportation agencies.

Access-A-Ride

MTA New York City Transit operates Access-A-Ride in all boroughs including **Manhattan, Queens, Bronx, Brooklyn and Staten Island**. Access-A-Ride (AAR) provides transportation for people with disabilities who are unable to use public bus or subway service for some or all of their trips. It offers shared ride, door-to-door paratransit service. MTA New York City Transit administers AAR; private carriers under contract to NYC Transit provide service. Service is available 24 hours a day, seven days a week, including holidays.

Visit the MTA Web site at <http://web.mta.info/nyct/paratran/guide.htm> to apply for eligibility.

Able-Ride

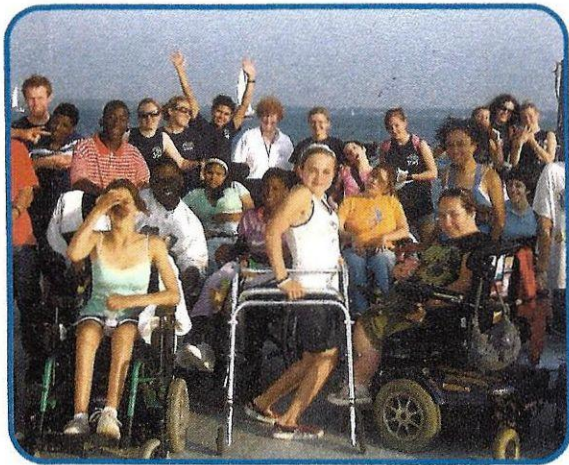
Able-Ride is a shared ride, curb-to-curb (or Origin to Destination service when requested) paratransit bus service, in **Nassau County**, for people with disabilities. Able-Ride provides transportation for people who are unable to use fixed route bus service for some or all of their trips

Download the application and learn more about Able-Ride at <http://www.nicebus.com/Accessibility/Able-Ride.aspx>

Suffolk County Accessible Transportation (SCAT) Services

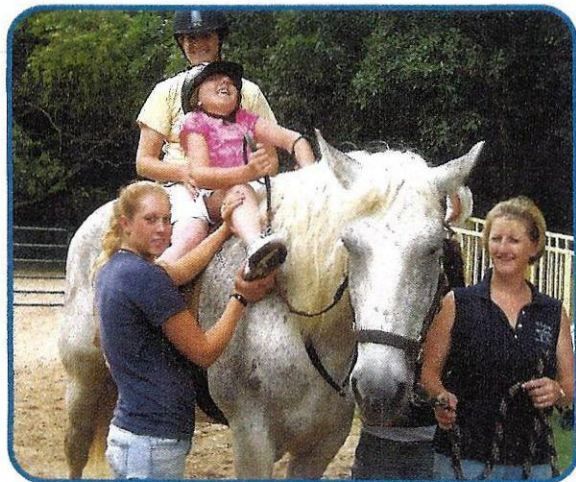
SCAT Paratransit Bus Service is available to ADA eligible passengers in **Suffolk County**. It is a specialized service that makes mobility a reality for everyone.

For more information, and to download an application, visit scat-bus.org



Mission Statement

The Southampton Fresh Air Home is a not-for-profit residential camp for physically challenged youth. Our mission is to provide an enriching, recreational camp experience. We are committed to helping our campers develop physically, emotionally, and educationally. The goal is to foster self-esteem, maturity and independence through a broadly balanced program, while providing their families with a well deserved respite. The organization is dedicated to improving and expanding its programs and facilities as new opportunities, technology and financial support become available.



Thank you!

Remember how important "summers" were to you when you were a kid?

Your financial support is the **only** means by which Southampton Fresh Air Home is able to fulfill its mission. Because of **you**, every year we are able to bring physically challenged children to a special home to share in the laughter, camaraderie that many of these children **never** experience.

Your contribution can help to provide a "summer experience" to these very special children that will remain with them for the **rest of their lives**.

Please send your tax-deductible contribution to Southampton Fresh Air Home at the address listed below.



Southampton Fresh Air Home

A Camp For Physically Challenged Children

36 Barkers Island Road, Southampton, NY 11968

Telephone: 631-283-5847 • Fax: 631-283-7596

Website: www.sfah.org

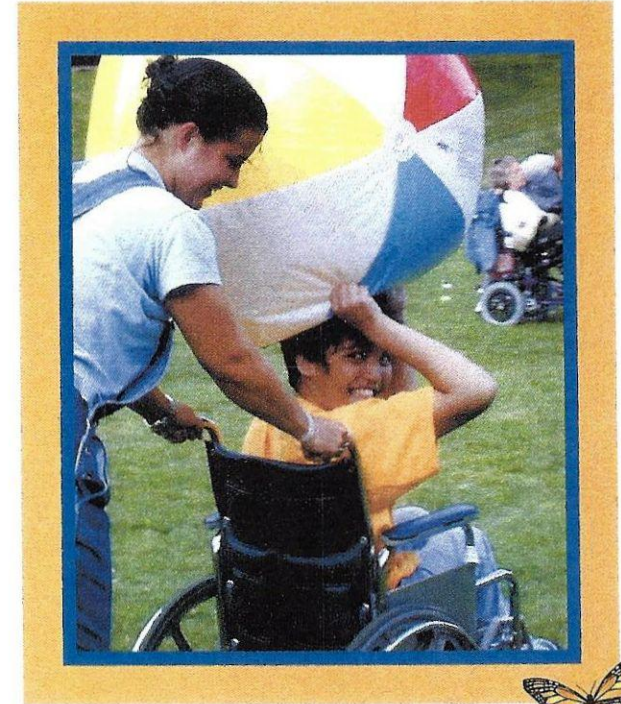


Celebrating More Than 100 Fun Summers



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SOUTHAMPTON FRESH AIR HOME

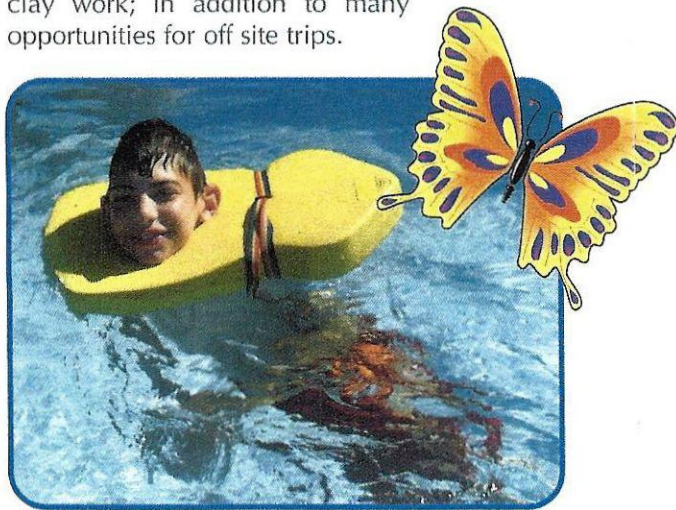


A Camp for Physically Challenged Children

Founded 1901

The Southampton Fresh Air Home is a 501 (c) (3) charitable organization that provides a summer camp experience for physically challenged youth. Children between the ages of 8 and 18 participate in three week sessions, one week sessions, or retreat weekends. The Home's unique, adapted programs are similar to those of traditional sleep-away camps: swimming, tennis, sailing, basketball, hockey, horseback riding and archery for sunny days. In the evenings and on rainy days, our campers participate in arts and crafts, music, dance, drama, games and cooking.

The Jim and Claire Mulholland Computer Center, a state-of-the-art facility, provides opportunities for web surfing, e-mailing, desktop publishing, graphic arts and use of modern computer software programs. In The Werner and Maren Otto Art Studio, campers can explore traditional avenues of creativity, including drawing, painting, and clay work; in addition to many opportunities for off site trips.



The Fresh Air Home is one of the few residential camp facilities for physically challenged children in the eastern United States. It is barrier-free, with paved walks and ramps. Our recently rebuilt campus conforms to ADA standards for special needs children. Nestled in our pristine setting are swimming pools, tennis and basketball courts, and an activities building. Children live in spacious climate controlled fully equipped dorms with 24-hour staff. The Home has a professionally staffed, full service kitchen with many food choices to keep even the most discerning child's appetite happy! Registered nurses provide 24-hour medical coverage in the new Mulholland Health Center, and a doctor is on call at all times. Southampton Hospital is a five-minute drive from the Home. There are physical therapy facilities available for campers requiring PT services.

The Home maintains a counselor-to-camper ratio of 1:2. Our counselors receive extensive on-site training, and most study and work with special needs children throughout the year. Waterfront



The butterfly is the symbol of the Home, chosen by our children.



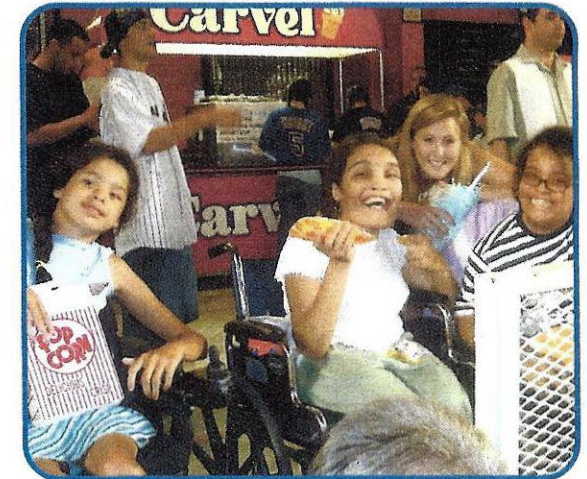
personnel are fully certified, including CPR. The senior professional staff of the Home have worked with special needs children for years, and provide expert care for all children who come to the Home.

The Southampton Fresh Air Home provides an environment in which physically challenged children can socialize with one another and enjoy playing and competing in games and sports designed for them. Campers mature and develop in the Home's unique and supportive environment of love, understanding, and creative play. Many children who come to the Home enjoy their first experiences of leadership, competition and independence — experiences they carry with them throughout their lives.

During the camp season and on retreat weekends, parents and siblings of campers take advantage of

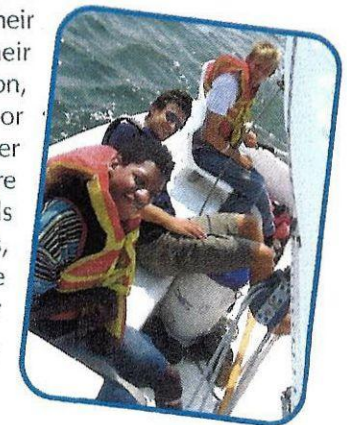


time together, away from the tasks associated with caring for a physically challenged child. They relax, go on vacation, and prepare for the next school year. There is an optional visitors' day each session, when campers can host their families and friends. Traditional mail and e-mail are favorite ways for campers to keep in touch with friends and family back home.



Admission and Funding for the Southampton Fresh Air Home

The Home is a not-for-profit corporation, tax exempt under Section 501(c)(3) of the Internal Revenue Code. Many campers receive financial aid, and donations from individuals and foundations make this possible. No child is denied an opportunity to be a camper because of their inability to pay, or their race, creed, religion, national origin, sex or handicap. Whenever possible, children are visited in their schools in the winter months, to ensure that the Home is prepared for their special, individual needs.



Transition Vocabulary

Accommodation: In an educational context, refers to a variety of adaptations of school organization, curriculum and/or instructional methods to meet the needs of a student. (Ex: extended time, scribe, etc..)

Activities of Daily Living (ADL): basic necessary self-help or survival skills (Ex: feeding, toileting, etc..)

Adaptive Technologies: The provision of devices, aids, controls, appliances or supplies of either communication or adaptive type determined necessary to enable the person to increase his or her ability to function

Advocacy: the process of mediating and intervening on behalf of a child needed special services with community local agencies, legal system, in school etc. An advocate can be assigned to support and parent and their child by their school district or other advocacy groups specially designated for this role.

Annual Review: a review held at least once a year of a child's progress in a special education program and an examination of his or her future special education needs. The student's Individualized Education Plan (IEP) is revised.

Career Education: An educational approach involving the teaching of career alternatives and job requirements.

Committee on Special Education (CSE): A committee mandated to identify, evaluate, and recommend special education programs and services for handicapped pupils. Every child's school district uses this time to review and adjust the student's Individualized Education Program (IEP)

Day Habilitation: An adult program that provides services that can assist individuals to acquire retain or improve their self-help, socialization and adaptive skills, including communication, travel and other areas in adult education. They may be provided to an individual regardless of his or her living environment, and regularly take place in a non-residential setting, separate from the individual's private residence or other home.

Day Habilitation Without Walls: a type of adult program that provides a personalized, community based day habilitation experience. This type of program is not located within a building. It provides individualized daily agenda and activities.

Individualized Education Plan (IEP): A written plan that includes a statement of a child's present levels of functioning, specific goals, related services, educational adaptations and modifications, dates for implementation and methods of evaluation. Required for every student receiving special education services

Level I, II, III Assessments: All three of these assessments are career assessments that help to identify and evaluate career goals, skills and interests. The Level I is an interview assessment and is completed during each school year, beginning in 6th grade. Level II and III assessments must be requested at the CSE. (For specific information on each of these assessments, please see the 'Transition and Vocational Planning Program Guide')

Medicaid: Critical health coverage programs that serve millions of families, children, pregnant women, adults without children and also seniors and people living with disabilities. In addition to covering services like doctor's visits, prescription drugs, and preventive care, Medicaid helps seniors and people with disabilities receive long term services and supports in their communities

Medicaid Service Coordinator: A trained professional who links individuals and their families with the services and supports they need, to receive benefits and services from government programs and Medicaid. In addition they provide advocacy, resources and information to help solve problems and improve quality of life of people with disabilities.

On-the-Job-Training: An educational practice in which skills relating to particular jobs are taught primarily at the job sites.

Outreach: Educate the community about existing services and attempt to link families with services they need.

Prevocational Services: Address the individual's vocational interests. They assist individuals who are interested in joining "the world of work" but whose skills are such that they may not expect to obtain competitive employment within the next year.

Referral Packet: School based documentation that is sent to disability agencies and programs, referring the student to obtain services offered. The packet usually includes a current IEP, adaptive behavioral evaluation, latest psychological evaluation, medical evaluation and therapy evaluations.

RAMP (Reaching All My Potential): A program at the Henry Viscardi School for students who have completed their 12th year of study, but who may need to complete graduation requirements. The purpose of this program is to increase the student's awareness of life in

their communities through projects, business ventures and field trips. For further information, please contact Mr. Brigante at 516-465-3735.

Respite Care: The provision of short-term, temporary relief to those who are caring for family members who might otherwise require permanent placement in a facility outside the home.

Service Coordination: Provided for those individuals that help families advocate, assess, plan and obtain services

Supporting Documentation: Evaluations and reports from family and school that are required by agencies, programs and services. Used to prove reasons the individual should be admitted or should obtain services.

Techniques of Daily Living: Basic necessary self help or survival skills such as living independently, performing on the job, managing personal affairs, grooming, personal hygiene and traveling independently

Transition Team: A team of people that work together to ensure an appropriate and productive transition plan and post secondary goals. The team consists of the student, family, teachers, guidance counselor, therapists and anyone that the family feels will be important to this process.

Vocational Training Education: Training designed to prepare individuals for employment. A portion of the training may be incorporated into the initial stages of employment.