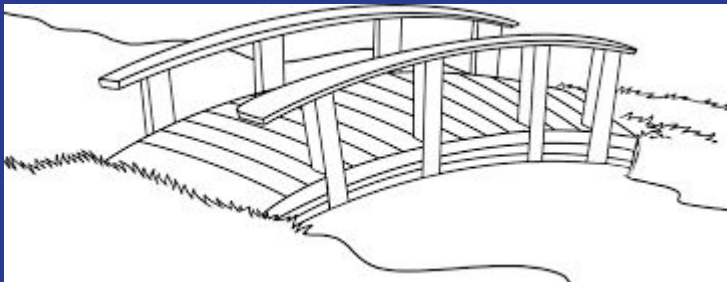


The Road Towards Post-Secondary Life

A night with PUSD staff and a Parent Panel



What can you do to help
students with disabilities make a
successful transition to adulthood?



Who is Here Tonight?

Julie Valdez- Director of Special Education

Carrie Poole- Program Specialist at PMS and PHS

Katy Babcock- Program Specialist for the North Region SELPA

Brent Daniels and Eric Mapes- Principal and VP of Counseling office at PHS

Chris Hartford- Counselor at PHS

Tracy D'Ambrosi- Piedmont parent of 3 students who received special education services in PUSD


Monica McCarty- Piedmont parent of a student who earned a certificate of completion and has moved on to a transition program within the SELPA

Deidre Brodeur Coen- Piedmont parent of 2 students who are Regional Center clients and are on track to receive high school diplomas

Kathleen Winters- Piedmont parent of a senior student in the Learning Center Resource program at PHS

Mike Carter- former PUSD student who attended University of Arizona- SALT program

Purpose of Tonight

- Listen and learn from parents and students who are currently entering into, or are already participating in the post-secondary world
 - High School requirements for graduation
 - High School vs. Post Secondary World
 - Understand why transition work and conversations are important
 - Resources
 - Ask questions
- 

High School Graduation Requirements /College Requirements

- The requirements for graduation from high school are different than the requirements needed to apply to California State Schools, UC schools, and/or private colleges.
- Receiving a high school diploma signifies completion of ***District*** course of study and that the student met ***District*** proficiency standards.
- *The actual high school diploma terminates eligibility for special education.*



High School Graduation Requirements - 225 credits

Yearlong course- 10 credits and Semester course- 5 credits

English- all four years (40 credits)

Mathematics- 2 years (20 credits)

Science- 2 years (20 credits) - one life and one physical


Social Science- 3 years (Modern World History, Modern United States History or AP US History, and one semester of Civics and one semester of Economics.

PE- 2 years

Computers- one semester required and one semester of **Social Psychology**

Breadth- 4 semesters (20 credits) 10 credits of foreign language and 10 credits of creative arts **OR**
20 credits of two different courses in creative arts

Electives: 65 credits (can be a variety of classes)



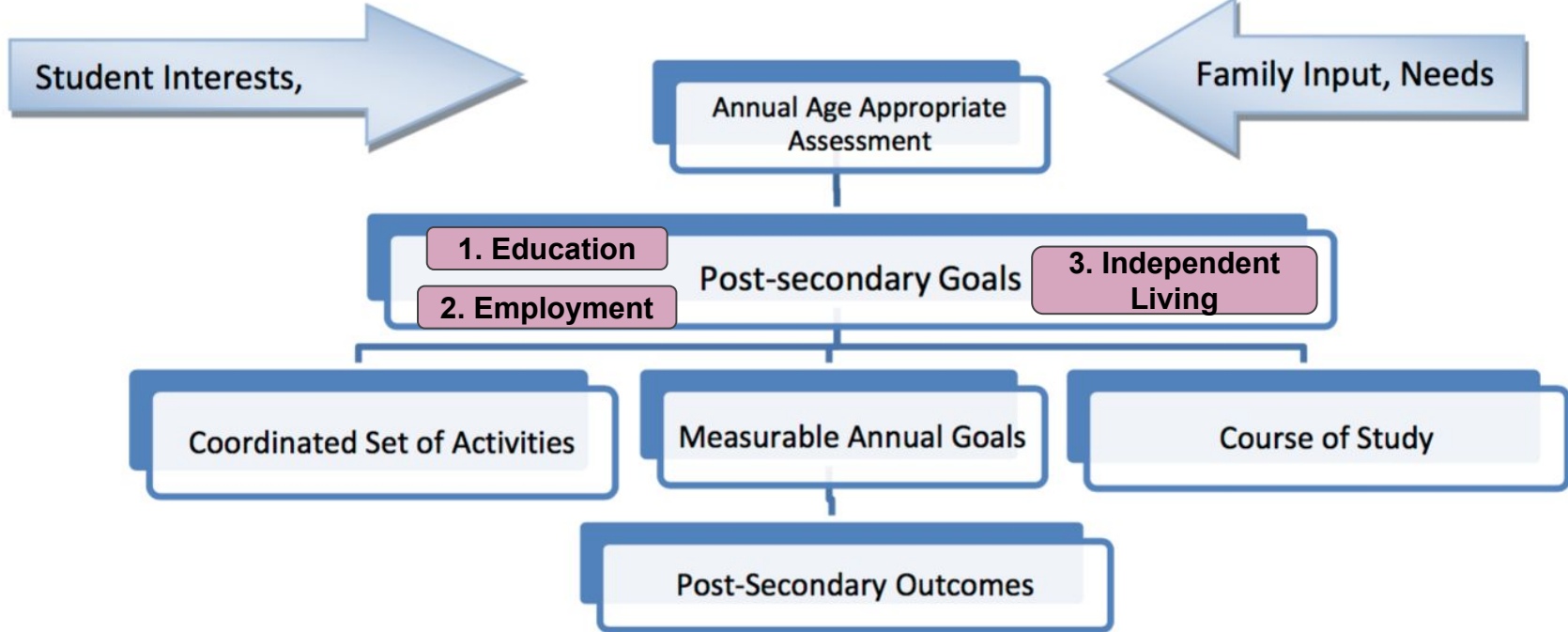
Early High School Years



- Talk with *students*
- Students explore interest inventories & career inventories
- Utilize College/Career Center
- Talk openly and honestly as an IEP team for ideas & realities

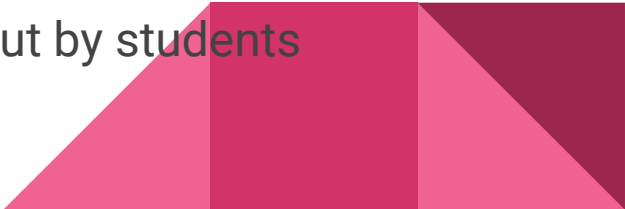
16 Years Old!

IEP Secondary Transition Services




College and Career Center

Resources available:

- Individual meetings to discuss career and college goals
 - College visits by admissions representatives
 - Information on summer programs, volunteer opportunities, college entrance exams (SAT/ACT), and scholarships
 - Books about careers and colleges can be checked out by students
- 

College and Career Center


Tips for High Schools Students:

- Remember that there are over 4,500 colleges in the United States. There is a college for everyone!
 - It's important to research what type of college is the best fit. Make sure to pay attention to academic programs, location, size of the school/classes, support services, clubs and other student activities, and cost.
 - Naviance is a great tool for researching both careers and colleges.
 - Visit Mrs. Bly in the College and Career Center to discuss your post-secondary plans.
- 

Kathleen Winters



Throughout High School

- Involve Regional Center case manager
 - Attend transition fairs
 - Alameda County or neighboring SELPA's
 - “Going to College with a Disability” conference in Berkeley
 - Some parents use private agencies to find the best fit for schools or programs for life after high school
 - As an IEP team - explore other agencies
- 


Deidre Brodeur Coen



Certificate of Completion

For some students, those who are unable to meet the graduation requirements, or those who need substantial further support in developing essential life skills, a certificate of completion is the most appropriate choice.

This does not terminate FAPE eligibility.

- District continues to have a an obligation to provide FAPE under IDEA until a student ages out at 22
 - Currently PUSD does not have a transition program and we place students in appropriate transition programs within the SELPA
- 

Certificate of Completion

If a student is earning a Certificate of Completion they are eligible to participate in
all Senior graduating activities!



Reaching the Age of Majority



On or before the student's 17th birthday, he/she will be advised of their rights at the age of majority. (18 years old)

At 18, the student is seen as an adult student and therefore signs their own IEP

Parents become participants unless the student is "*conserved*"

Language on the Transition Plan in the IEP states:

"When you reach the age of 18, the age of majority, you have the right to receive all information about your educational program and make all decisions related to your education. This includes the right to represent yourself at an IEP meeting and sign the IEP in place of your parent or guardian."

Monica McCarty



Difference Between High School and College

- In high school, all students have the right to an education and protections include: IDEA, Section 504 of rehabilitation Act and Americans with Disabilities Act
- In college, education is a privilege, not a right. Protections are the same with the exception of IDEA - it no longer applies.
- ***Education becomes about access***



Post-Secondary World

- Once students exit the public school system and are seen as an **adult**, it is up to them to **disclose** what they feel is appropriate about their **disability**, or if they have a disability at all.
- Young adults have to be able to **advocate for themselves** and ask for what they may need to be successful in a job/college/day program etc.
- It is important that the student have a **clear understanding** of their **strengths and challenges** before they leave high school.
- It is important that students **practice using the language** they will need to self-advocate for themselves in the real world.



Mike Carter



Activities Piedmont Does to Help with Transition

Beginning at Middle School level:

- Interest inventories and interviews - beginning in 8th grade
- Transition survey for parents - first given in 8th grade to open lines of communication
- Student gives input and/or attends IEP
- Self-advocacy, communication and executive functioning skills practiced in Support classes
- Cooking activities in certain classes at the PMS & PHS level
- Mulberry's shopping for certain students
- Facilitated volunteer opportunities at Dress Best for Less
- Vocational skills practiced on campus as TA's
- Laundry skills for certain students
- Travel training when appropriate
- Budgeting practice

Continued through High School level:

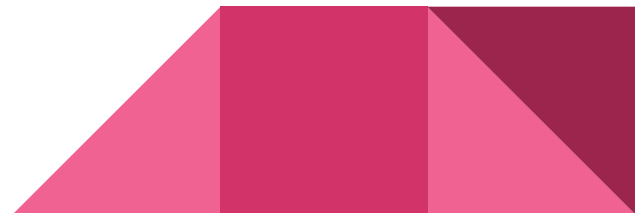
- Study Skills
- Communication skills (self-advocacy, executive functioning and self-determination)
- Career inventories like the STRONG
- Register on California Career Zone
- Practice interview skills
- Resume building
- Facilitate appointments with academic counselors and college to career center
- Junior College visits
- College visits on PHS campus
- PHS HB camping trip
- Naviance Account for juniors
- Organize application deadlines and requirements (letters of Rec and essay)
- Research DDS services for colleges

Partnership with Service Providers

If your student is a Regional Center client we like to have them attend transition meetings as well as when the students are looking at post secondary options.

It helps to be proactive in contacting your Regional case manager and finding out what services and programs are out there.

In the post 22 age - parents need to start looking at programs with their case managers at the age of 20 and 21 as often times there are waiting lists.



Tracey D'Ambrosi



Questions/Comments

Thank you for joining us this evening.

Please take a copy of the resource packet.



Questions??

