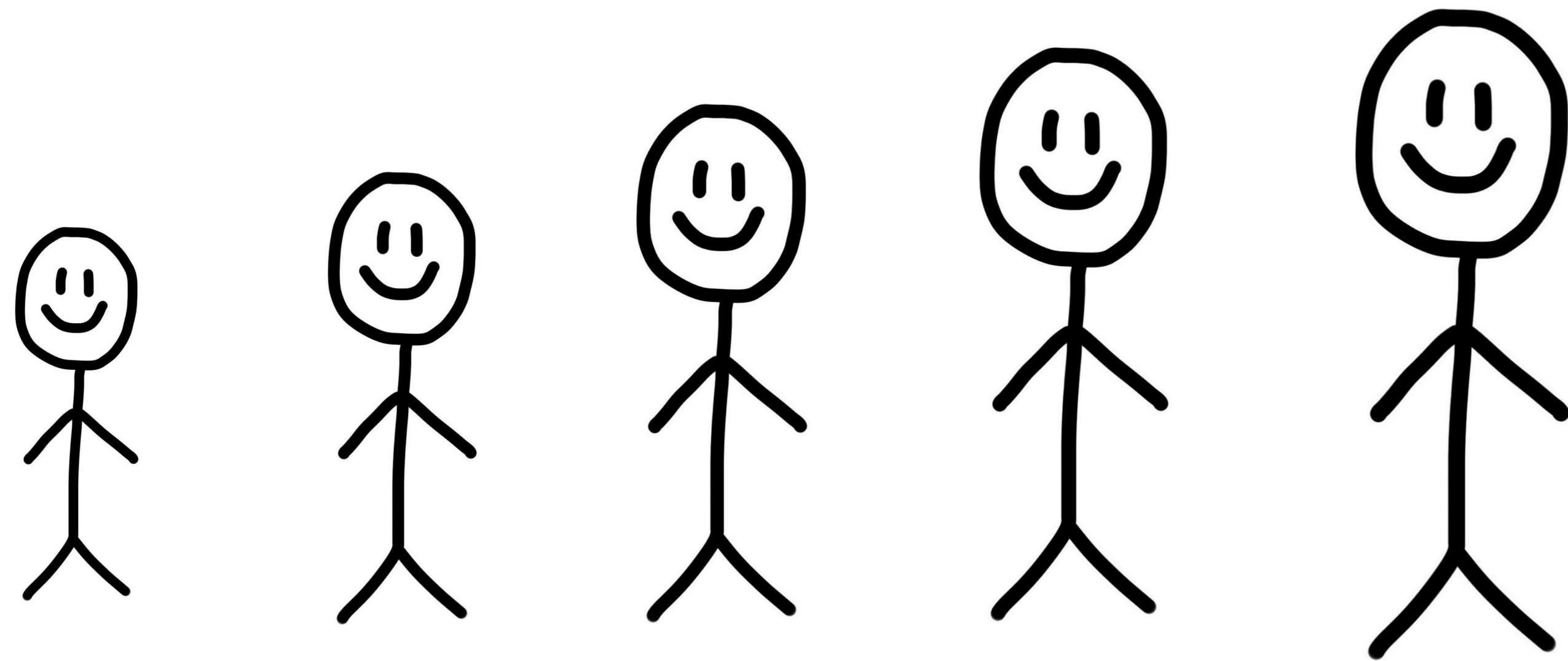


# Transitioning to Adult Services



# Transition Planning and Services

**T**ransition planning means preparing a student with a disability for the transition to life after high school. The student, parents and members of the school team work together to identify the student's interests, strengths, and needs in order to assist the student in reaching his/her long-term goals for employment, continued learning and living in their community as independently as possible. Transition activities which help a student to reach these long-term goals are coordinated by the school and documented in the IEP by age 15.

*School*

- ◆ Start the conversation about your child's future by sharing your hopes, dreams and biggest concerns
- ◆ Provide information about your child's unique talents, challenges and strategies you use to help your child cope with a disability
- ◆ Ask how you or organizations outside of school, can help provide transition activities to develop your child's skills

*Student*

- ⇒ Discuss jobs of interest and the reason why, then identify the skills which are needed to prepare for the future
- ⇒ Explain how a disability may impact learning and living as an adult
- ⇒ Explore programs in the community that provide adult services which may be available after high school

## Questions to Ask Your School Team

1. Have my child's interests, preferences and needs been assessed? When will this be done or what were the results?
2. How are the goals for employment, education/training and independent living which are listed on the IEP, determined?
3. Who will provide supports and services once my child exits high school? What do I need to know? Who should I contact?

# Non-Diploma Credentials

A diploma alone does not necessarily prepare students for the workplace. Beginning in 9th grade, and over the course of four or more years, students can work toward the achievement of a CDOS Commencement Credential in addition to a diploma. It certifies that a student has successfully participated in career planning and developed the skills needed for job opportunities. This certificate of work-readiness can also be used as an option to meet one of the five exam/assessment requirements for a diploma.

## Career Development and Occupational Studies (CDOS) Commencement Credential

Available to all students except those who participate in the NYS Alternate Assessment testing program

### Option 1 Requirements

- 1) Developed a **Career Plan** documenting career goals and preparation
- 2) Completed a minimum of 216 hours of Career & Technical Education (CTE) coursework **and/or** work based learning experiences (*at least 54 of the 216 hours must be in work-based learning experiences*)
- 3) **Demonstrated** achievement of the NYS CDOS learning standards
- 4) At least one **Employability Profile** documenting work-related skills and experiences

Or

**Option 2 Requirements** Passes a state-approved nationally recognized work-readiness credential exam

## Skills and Achievement Commencement Credential

A certificate only awarded to students with severe disabilities who participated in NYS Alternate Assessment

-Documents a student's level of academic achievement and independence based on alternate grade level standards, skills, strengths, interests, and other accomplishments.

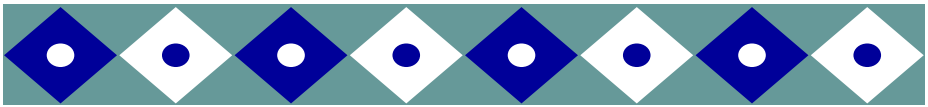
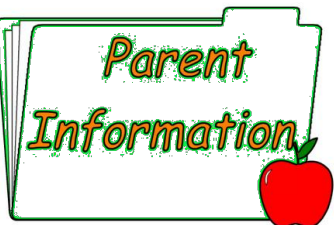
-Provides learning experiences both in school and whenever possible and appropriate, in the community, to support and improve opportunities for post-school living, learning and working.

# Things to Remember!

- ◆ All students must be held to high expectations and be provided with meaningful opportunities to participate and progress in the general education curriculum to prepare them to graduate with a Regents or local diploma. NYS research shows the majority of students can meet the State's learning standards for graduation.
- ◆ Students that earn a Regents or local diploma are no longer eligible to attend high school or receive special education services. Students who do not meet graduation requirements have the right to attend school until they earn a diploma or until the end of the school year in which they turn age 21.
- ◆ The CDOS Commencement Credential is not a diploma but certifies a student has the knowledge and skills necessary for entry-level employment. Students who are unable to earn a regular diploma may complete high school with the CDOS Commencement Credential as their only exiting credential.
- ◆ The Skills and Achievement Commencement Credential is not a diploma. All students who take the New York State Alternate Assessment will receive this credential as they exit from school along with a summary of their achievements and overall performance.

## Questions?

Contact your school counselor  
or the NYS Education Department, Office of Curriculum and Instruction at  
emscgradreq@nysed.gov or 518.474.5922



# Understanding the Requirements and Pathways to Graduation



## A Guide for Families



Westchester Institute  
for Human Development

Community Support Network

914-493-8119

Information was originally compiled by NYS Parent Centers and Regional Special Education-Technical Assistance Support Centers funded by the New York State Education Department  
(Updated by WIHD-CSN: August 2019)



## Earning a Diploma in NYS



Thinking about life after high school is exciting! A critical part of preparing for this transition is learning what is required in order for your child to graduate. Are you aware that your child must earn a required number of

credits and pass certain state exams? Did you know there are different diploma options depending on test score results? Have you heard about ways your child can participate in work-based learning experiences to develop skills needed for future job opportunities? This guide provides information to understand all the requirements and multiple pathways to graduation.

### 22 Required Credits

4 ELA	4 social studies
3 science	3 math
½ health	2 physical education
1 arts	1 foreign language (unless exempt)
3 ½ electives	

### 5 Required Regents Exams/Assessment

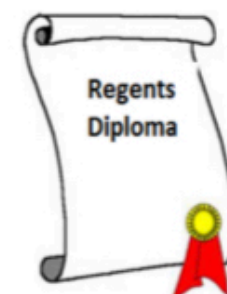
1 ELA Regents	1 social studies Regents
1 math Regents	1 science Regents
+	
1 Pathway Assessment Option	

### Pathway Options

- The CDOS Commencement Credential Option 1 or 2
- An additional Regents exam/assessment in a different course or department approved alternative (in English, math, social studies, or science)
- A Career & Technical Education (CTE) assessment
- An Arts assessment
- A Language Other Than English (LOTE) assessment

\* Check with your school district on availability

## Types of Diplomas & Required Exam Scores for All Students



### Regents Diploma

- 65 on 4 Regents exams (English language arts, math, science, social studies, ) and meets requirements of 1 Pathway Option
- \*Schools may require students to take all 5 Regents exams

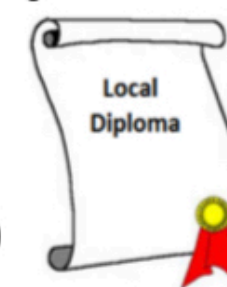
### **Appeal Process (for Regents exams only)**

*A student who has failed either one or two of the required Regents exams twice, has sought academic help and meets all credit and course requirements, may appeal to graduate with a diploma using a lower score. An appeal may be submitted to the principal by a student, parent or teacher. The appeal must be recommended by the teacher or department chairperson in the subject of the Regents exam under appeal. A school appeal committee makes a recommendation to the Superintendent to approve or deny the appeal.*

### **Regents Diploma through 1 Appeal**

- 65 on 3 required Regents exams and successful appeal of 1 Regents score(60-64) and meets requirements of 1 Pathway Option

**Local Diploma** *An official high school diploma which can be awarded to any student who does not meet the required Regents exams scores but scores within the acceptable range of achievement of NYS learning standards*



### **Local Diploma through 2 Appeals**

- 65 on 2 required Regents exams and successful appeal of 2 Regents scores (60-64) and meets requirements of 1 Pathway Option

### **Local Diploma for students who are classified as English Language Learners**

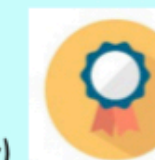
- 65 on 2 required Regents exams and successful appeal of 1 Regents exam (60-64) and 1 successful appeal of ELA exam (55-59) and meets requirements of 1 Pathway Option

## Local Diploma Scoring Options for Students with Disabilities

**Low Pass Safety Net** *(for students with an IEP, if recommended in a 504 Plan or if recommended for students declassified while in grades 8-12)*  
- 55 or higher on 2 required Regents exams and successful appeal of up to two Regents exams scores of 52-54 and meets requirements for 1 Pathway Option

**Compensatory Safety Net** *(for students with an IEP or if recommended in a 504 Plan)*  
- A score of 65 or higher on any single Regents exam may compensate for a score between 45-54 on a social studies or science Regents exam. A one for one exchange on up to two exams. Students must score 55 on math and ELA exams (or 52-54 through successful appeal) and meet course requirements

### **Superintendent Determination Option** *(for students with a current IEP only)*



For a student who actively participated in all Regents exams and does not meet graduation requirements through safety-net options, a parent/guardian may submit a written request for the superintendent to conduct a review of other evidence of graduation level proficiency (*required credits and coursework*) in the subject areas in which the student has failed to earn the minimum Regents exam scores. To be eligible for this type of review for math and ELA scores, the student must have completed the requirements for the CDOS Commencement Credential.

The student and the parent of the student must receive written notice of the superintendent's determination that the student has either met or has not met the requirements for the award of a local diploma.





# STUDENT EXIT SUMMARY

Student:	School:	ID#:
Completed by:	Title:	Date:
<div>STUDENT SKILLS, STRENGTHS AND INTERESTS</div> <div>COMMUNITY/WORK-BASED LEARNING EXPERIENCES (INCLUDING SCHOOL- AND COMMUNITY- BASED CAREER EXPLORATION, ASSESSMENT, TRAINING AND/OR SERVICE LEARNING OPPORTUNITIES)</div> <div>ACADEMIC PERFORMANCE: AS MEASURED BY NYSAA ENGLISH LANGUAGE ARTS: MATH: SOCIAL STUDIES: SCIENCE:</div> <div>OTHER ACHIEVEMENTS, AWARDS AND HONORS</div>		

Key Levels of Independence (with the use of assistive technology and accommodations as appropriate)	
1: Not Applicable	Student has not had an opportunity or been observed to attempt or complete task.
2: Extensive Support	Student requires ongoing assistance (verbal, physical, visual prompts) and close supervision to complete task.
3: Moderate Support	Student requires frequent assistance (verbal, physical, visual prompts) and periodic supervision to complete task.
4: Minimal Support	Student requires occasional assistance (verbal, physical, visual prompts) and intermittent supervision to complete task.
5: Independent	Student completes task without assistance/supervision.



**Career Development: Knowledgeable about the world of work, career options, personal skills, aptitudes, and abilities relating to future career decisions.**

<b>Skills/Abilities</b>	<b>Level of Independence</b>	<b>Comments</b>
Exhibits and/or expresses specific interests		
Demonstrates abilities related to specific interests		
Demonstrates awareness of opportunities for employment and/or other post-secondary activities related to specific interests		
Identifies skills needed for post-secondary success		
Identifies accommodations needed for post-secondary success		

**Integrated Learning: Application of academic knowledge and skills to school, community, and home settings.**

<b>Skills/Abilities</b>	<b>Level of Independence</b>	<b>Comments</b>
Uses basic academic skills in community/work-based learning experiences (e.g., applies math skills to purchasing items, applies alphabetizing skills to sorting mail)		
Demonstrates skills learned in school in a variety of settings (e.g., home, community, workplace)		

Universal Foundation Skills		
Basic Skills: Ability to read, write, listen, speak and perform arithmetical and mathematical functions.		
Skills/Abilities	Level of Independence	Comments
<b>Reading:</b> Identifies and understands texts and symbols (e.g., stop, exit, and restroom signs)		
<b>Reading:</b> Identifies vocabulary associated with various jobs (e.g., matches tools to words)		
<b>Writing:</b> Creates pictures, symbols and objects and writes words and sentences to communicate information		
<b>Listening:</b> Follows one step directions to complete a given task		
<b>Listening:</b> Follows two or more step directions to complete a given task		
<b>Speaking:</b> Uses language to interact with others (e.g., expresses needs, demonstrates understanding, and interacts socially with others). May include use of augmentative communication, as appropriate.		
<b>Math:</b> Demonstrates basic math skills, including counting with one-to-one correspondence, matching similar objects, and understanding concepts of quantity (e.g., more, less, etc.)		
<b>Functional Math:</b> Applies basic math skills to daily living (e.g., tells time, manages money)		
Thinking Skills: Ability to use ideas and information to make decisions and solve problems.		
Skills/Abilities	Level of Independence	Comments
Recognizes that there is a problem and requests assistance		
Solves routine problems in daily life (e.g., indicates choice from menu of items, dresses for the weather)		
Solves less common problems, such as contacting emergency services (e.g., dial 911)		
Demonstrates understanding of cause and effect (e.g., burned when touches hot stove; consequences of inappropriate behavior)		
Uses similar skills across a variety of settings (e.g., identifies building exits in different settings)		

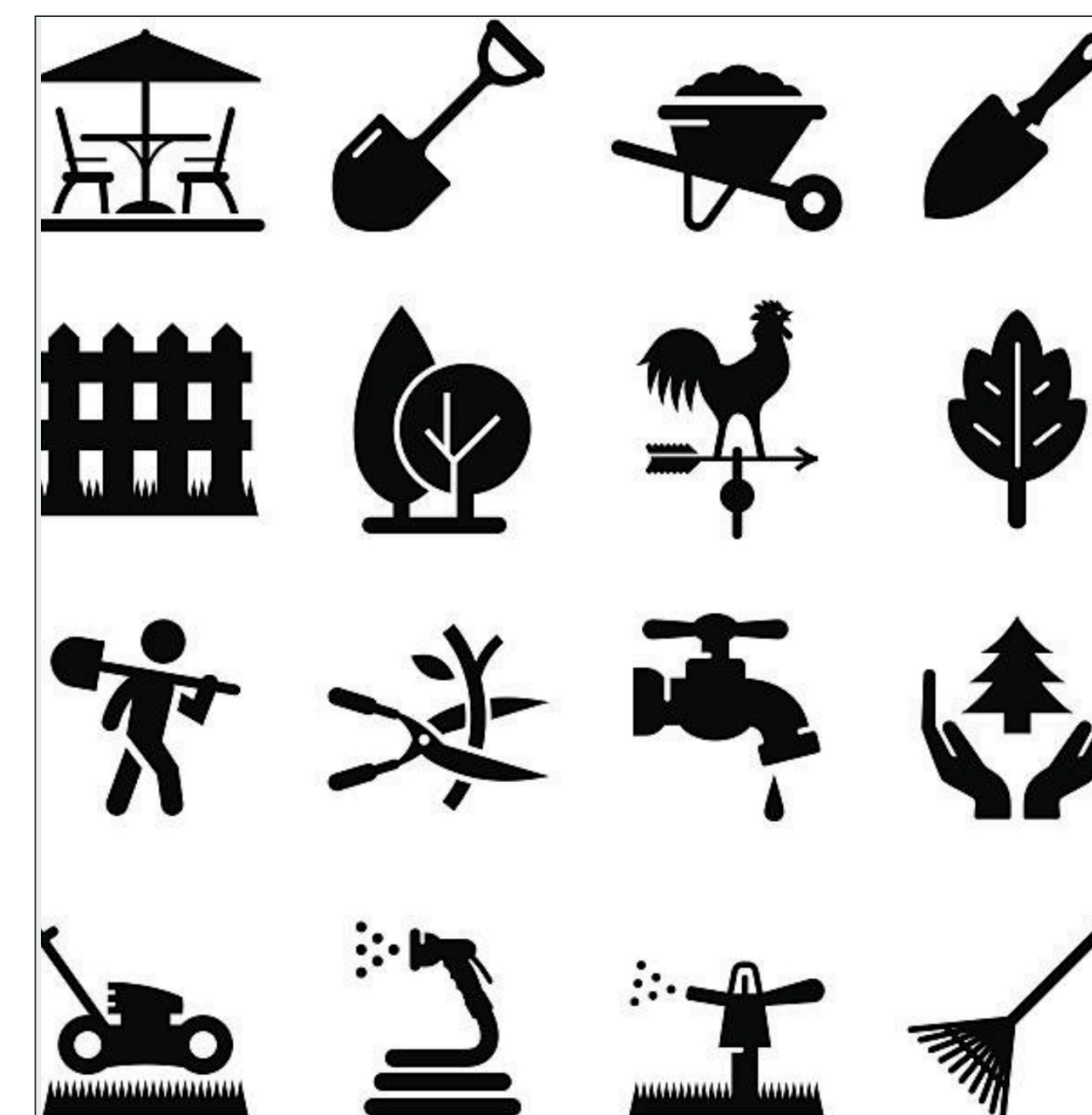
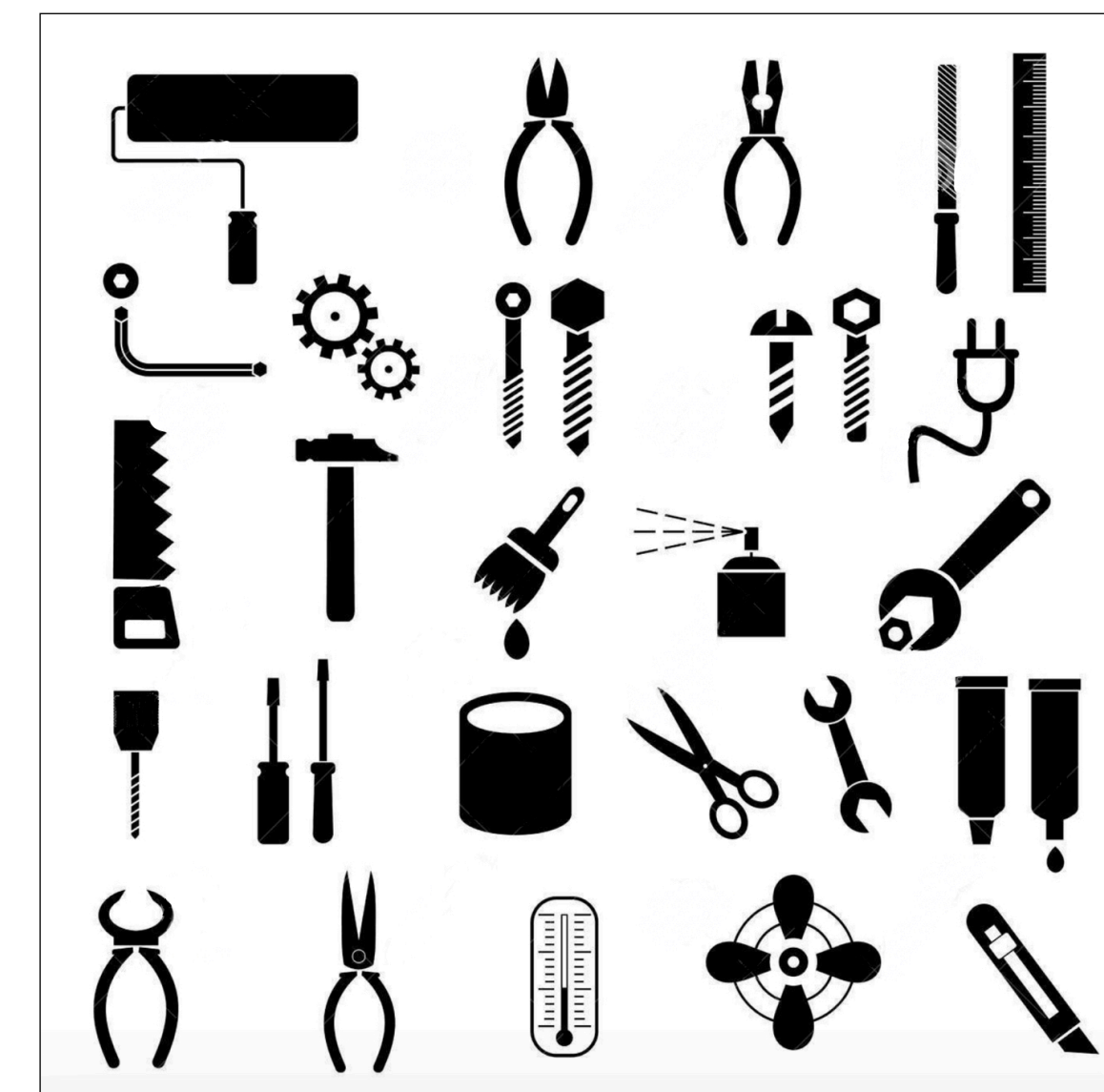
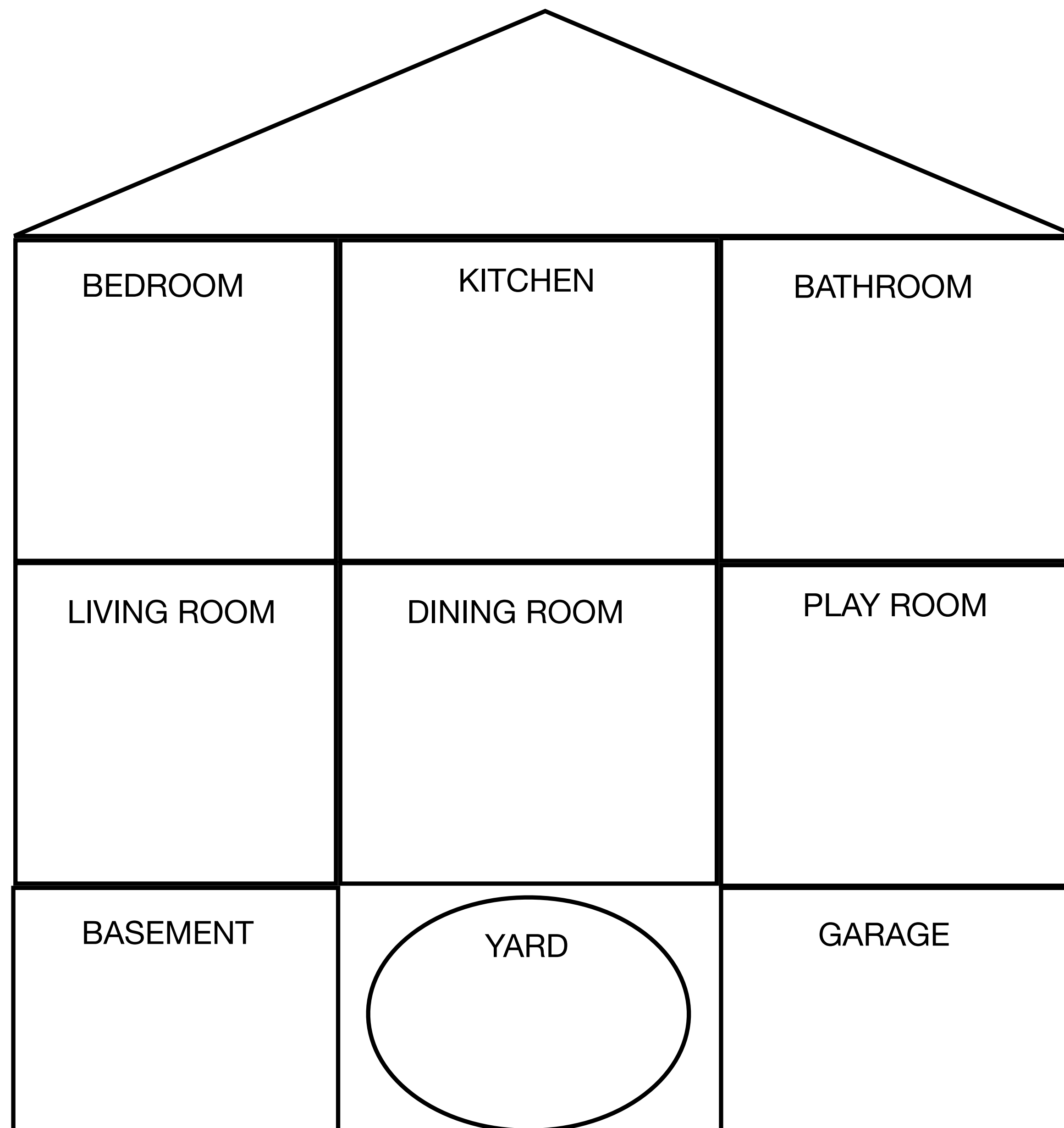


Personal Qualities: Ability to self-manage, plan, organize, and take independent action.		
Skills/Abilities	Level of Independence	Comments
Communicates preferences and needs		
Self-regulates during transitions (e.g., waits appropriately, engages in appropriate self-soothing activity in stressful situations)		
Transitions appropriately between activities		
Manages health (e.g., makes personal and health needs known)		
Performs personal care skills		
Uses unstructured time appropriately		
Interpersonal Skills: Ability to work independently or as part of a team and relate to different people across settings.		
Skills/Abilities	Level of Independence	Comments
Asks for help when faced with difficult situations and individuals		
Self-advocates (e.g., seeks out and uses supports and accommodations)		
Accepts direction from authority figures		
Works independently		
Works as part of a team		
Respects the space and property of others		
Demonstrates appropriate behavior across settings		
Interacts appropriately with peers and others		
Participates in leisure/recreation activities		
Technology: Ability to use different types of technology and resources to satisfy personal and societal needs and wants.		
Skills/Abilities	Level of Independence	Comments
Identifies the correct tool/technology necessary to complete a given task		
Uses basic tools safely and appropriately (e.g., microwave, eating utensils, televisions, assistive technology)		

Interpersonal Skills: Ability to work independently or as part of a team and relate to different people across settings.		
Skills/Abilities	Level of Independence	Comments
Asks for help when faced with difficult situations and individuals		
Self-advocates (e.g., seeks out and uses supports and accommodations)		
Accepts direction from authority figures		
Works independently		
Works as part of a team		
Respects the space and property of others		
Demonstrates appropriate behavior across settings		
Interacts appropriately with peers and others		
Participates in leisure/recreation activities		
Managing Information: Ability to access and use information.		
Skills/Abilities	Level of Independence	Comments
Uses information to make simple decisions (e.g., responds to safety alarms, follows traffic safety rules)		
Accesses information from a variety of sources (e.g., internet, grocery ads, orders from a menu)		
Managing Resources: Ability to apply financial and human resources and manage time and materials to successfully carry out a planned activity.		
Skills/Abilities	Level of Independence	Comments
Selects the appropriate resources to complete a task		



Initiates tasks			
Remains on task			
Completes tasks within existing time limits			
Manages household/environmental tasks (e.g., prepares meals, cleans room, does laundry)			
Systems: Ability to understand how a system operates and identify where to obtain information and resources within that system.			
Skills/Abilities		Level of Independence	Comments
Navigates the community (e.g., walking, public transportation)			
Demonstrates understanding of who to ask for help			
Uses appropriate health and safety practices			
Follows daily schedule and routines			
Adapts to new situations			
Understands and follows rules			
Other Universal Foundation Skills: Additional competencies student demonstrates that support post-school living, learning and working.			
Skills/Abilities		Level of Independence	Comments
Recommendations to Assist Student to Meet Post-secondary Goals			
Education/Training Goal:		Employment Goal:	Independent Living Goal (if appropriate):
Supports	Recommendations		
Accommodations			
Assistive Technology/ Adaptive Equipment			
Environmental Supports			
Further Skill Development			
Adult Agencies Referrals/Contacts			
Other			





**DAY PROGRAMS**

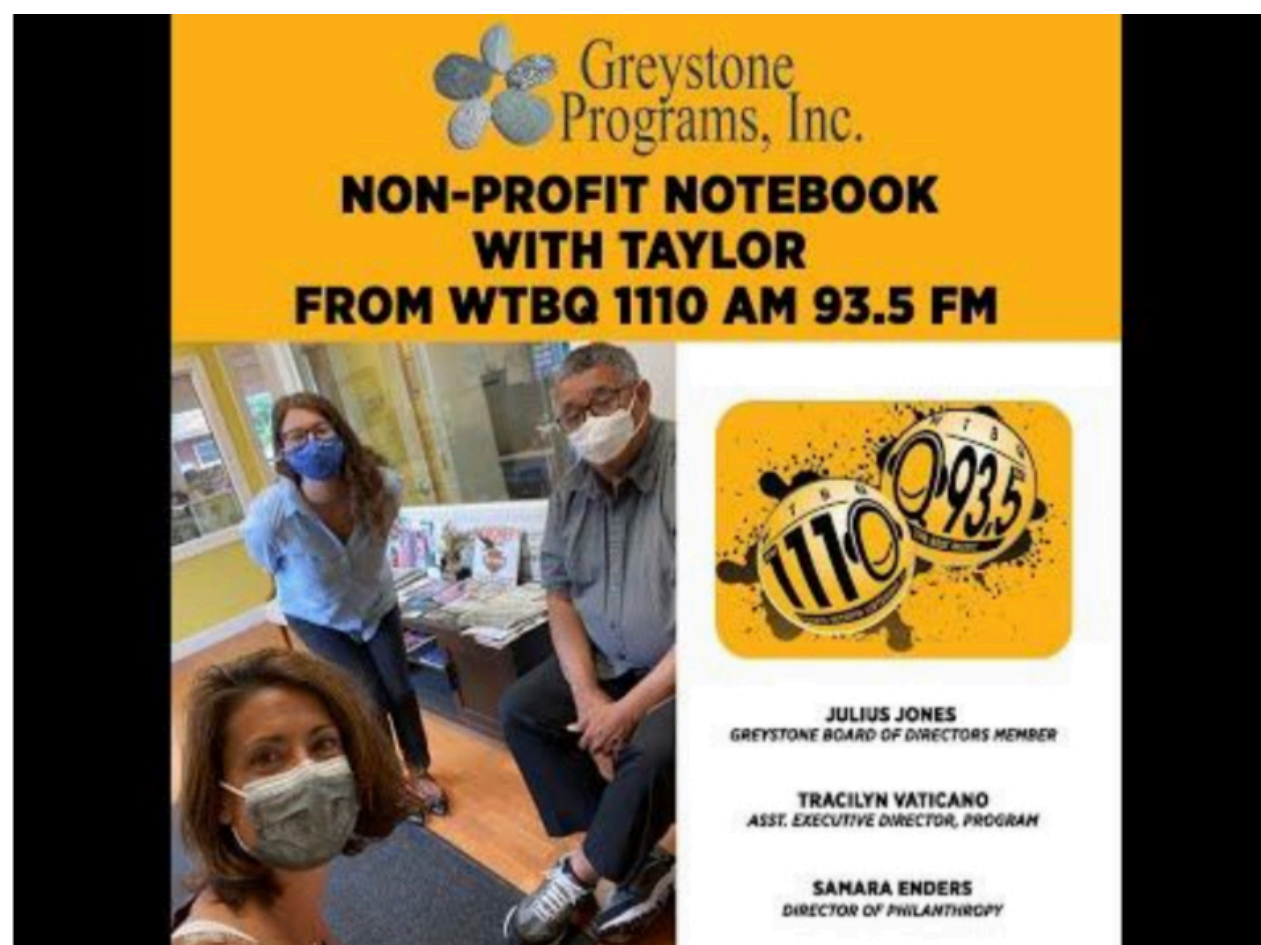
**IN ORANGE  
COUNTY**



## Club ATLAS

In Warwick, NY, Club ATLAS (Advanced Training and Learning for Adult Success) is a transitioning program for Individuals who have “aged-out” of school. Our goal is to assist each Individual to achieve their highest level of independence with support, encouragement, training, education and ample exposure to community opportunities that enhance the quality of their lives.

The program emphasizes independent living skills, vocational skills, social skills, community inclusion, and self-advocacy to increase their personal capacity and development. Small structured groups provide help develop and enhance job skills. The interests and talents of the young adults are tapped and paired with activities in the areas of daily living, social, and recreational skills. Dan Feierman, pictured above, is one of our participants. He also works part-time at Greystone. Individuals are involved with the community and volunteer with Meals on Wheels, grocery shopping, friendly visiting, and assisting local Humane Societies. Available in Orange County, the Club ATLAS Day Program supports individuals living with Autism and developmental disabilities as they reach their full potential. For any inquiries, please contact us or call (845) 469-3760.





# DCOP Enrollment Process

[Home](#) / [DCOP Enrollment Process](#)

## Qualifications for Enrollment

- ✓ Any plans (behavior, ISP, needed medical, etc...) should be submitted to the Day Habilitation Coordinator
- ✓ Applicant must show a willingness to participate in new or unfamiliar activities
- ✓ Applicant must be independent in all areas of personal hygiene including toileting
- ✓ Applicant must have a documented diagnosis of a developmental disability
- ✓ Applicant must have Medicaid and be enrolled in the waiver
- ✓ Applicant must be over the age of 18; there is no maximum age limit
- ✓ Applicant must be willing to navigate community settings safely

Rob Scaccia

Phone: (518) 218-0000, Ext. 2394

Email: [rscaccia@LivingResources.org](mailto:rscaccia@LivingResources.org)

<https://www.livingresources.org/dcop-enrollment-process/>



Albany North DCOP

*Albany North DCOP Photography group at Cohoes Falls*





## What We Do In The Community

- Meal Delivery
- Fundraising Support
- Shopping for the *Friendly Visitor Program*
- Housekeeping Duties
  - Vacuuming
  - Dusting
  - Sweeping/ Mopping
  - Windows/ Mirrors
- Volunteering at animal shelters
- Volunteering with children at Inspire Kids



## Who We Partner With

- Animal Manor Sanctuary
- Colonial Lanes
- First Presbyterian Church in Goshen & Monroe
- Grace Community Church in Monroe, Newburgh, Warwick and Washingtonville
- Happy Buddha Yoga
- Hudson River Healthcare (Alamo)
- Holy Cross Church in Middletown
- Hoshin Martial Arts
- Meals on Wheels at St. Joseph's Church in Middletown
- Orange County Community College
- Office of the Aging (Meals on Wheels)
- Smooches and Smiles
- Zylofone Studios, Inc. and more!

## For More Information

845-294-7300 ext. 257

For more information on Inspire's broad range of programs and services for people with disabilities please visit our website at [www.inspirecp.org](http://www.inspirecp.org).



## Day Habilitation Without Walls



### A leader in service to people

Serving Orange County from  
Goshen, Monroe & Newburgh

[www.inspirecp.org](http://www.inspirecp.org) • 845-294-7300





## What is a **Without Walls Program?**

Rather than offering activities at one site, the "without walls" concept takes the individuals with disabilities into the community to develop life skills.

- Provides purpose on a daily basis
- Fulfills dreams
- Provides an outlet
- Provides rewarding experiences
- Builds self-esteem
- Provides meaningful connections
- Encourages independence
- Builds a skill-base, getting participants ready for jobs
- Develops participants into full members of society

\*As of October 2021, operating at reduced capacity

## Why we are **unique**

- This program provides participants with person-centered activities.
- Individuals participate in community-assisting activities and recreational activities.
- There is a small staff to individual ratio.
- This program increases socialization through peer interaction.

## Who we **support**

Without Walls Day Habilitation serves individuals with disabilities, age 18+, who are no longer enrolled in the school system and are OPWDD eligible.



## **Recreational Activities**

- Animal Therapy
- Arts & Crafts
- Bowling
- Computer Activities
- Cooking
- Creative Art Classes
- Hiking
- Library Research
- Local History
- Karate Classes
- Music
- Movies
- Museum Trips
- Yoga Classes
- Zumba Classes
- Zylofone Classes





**Pre-Academic/Environmental Awareness:** Offers skills for daily living tailored for young adults through adulthood. Senior Center: Provides social, recreational and learning opportunities for persons 50 and older.

**Sensory Stimulation:** Helps to develop physical, mental and emotional well-being through sensory responses in areas such as balance, strength, coordination, and self-awareness.

**Day Habilitation:** Empowers individuals with all types of developmental disabilities to discover ways to access and participate in their greater community. The program addresses issues that prevent individuals from true immersion in the community, such as social skills, hygiene and behavioral skills. The program also has a general health and wellness component that addresses weight control, dietary needs, and stress reduction techniques.

**Community Builders:** Provides true community inclusion for the people we support with the community in which they live. The program started in 2010 as an innovative program for the people in our Day Habilitation program. Transportation is provided to and from the program which takes place throughout the Orange County community. While enjoying the many parks and attractions of the County, program participants also serve their communities by delivering Meals on Wheels to homebound citizens, collecting donations for pet shelters, and partnering with other civic groups to take part in voluntary activities. The program has also organized sessions at Orange County Community College and Mount St. Mary College

Contact: [cmurphy@arcghvny.org](mailto:cmurphy@arcghvny.org)





Winslow's Adult Day Program offers a place for participants to come and experience a variety of activities each weekday at our facility that will enhance their quality of life and provide them a therapeutic outlet. Through equine- and animal-assisted services such as learning unmounted horsemanship skills and caring for our goats and chickens, participants learn about the importance of building a bond with their animals which helps to build sequencing skills, learn to care for others, and development of verbal and non-verbal skills. Daily participation also includes activities that encourage a healthy lifestyle including cooking classes, gardening, arts and crafts, as well as light exercise, meditation, and journaling. Contact Rebecca at (845) 986-6686 or email her at [rebecca@winslow.org](mailto:rebecca@winslow.org) for more information regarding this program. Enrollment is open year-round!

<https://www.winslow.org/adultday/>

As of October 2021, this program is not operating at full capacity. They are offering zoom programming for individuals if they cannot make it in on their assigned day.

## Benefits of Winslow's Adult Day Program

- ▶ Activities of daily living
- ▶ Focus and attention skills
- ▶ Balance, coordination, and muscle tone
- ▶ Improved social and communication skills
- ▶ Motor skills
- ▶ Self-confidence and friendship-building
- ▶ Patience, empathy, and sympathy
- ▶ Emotional control and self-discipline
- ▶ Sequencing and patterning
- ▶ Hand-eye coordination
- ▶ Connection with nature and animals
- ▶ Perceptual skills
- ▶ Sense of "doing good" for others

# **Transition Resources**

## **NY State Agencies**

**New York State Education Department (NYSED) P-12: Office of Special Education**

<http://www.p12.nysed.gov/specialed>

**NYSED Memo: Transition Planning and Services for Students with Disabilities**

<http://www.p12.nysed.gov/specialed/documents/transition-planning-and-services-for-students-with-disabilities.pdf>

**New York State Education Department (NYSED) Graduation Requirements**

<http://www.p12.nysed.gov/specialed/gradrequirements/home.html>

**Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR)**

<http://www.acces.nysed.gov/vr/>

**Commission for the Blind and Visually Handicapped (NYSCB)** <http://www.ocfs.state.ny.us/main/cbvh/about.asp>

**NYS Office for People with Developmental Disabilities (OPWDD)**

<http://www.opwdd.ny.gov/>

**Office of Mental Health (OMH)**

<http://www.omh.ny.gov/>

## **Key Transition Resources for Students/Families**

**I'm Determined** <http://www.imdetermined.org/>

**US Dept. of Labor: CareerOneStop** (has mobile app) <https://www.careeronestop.org/>

**Khan Academy Career videos** <https://www.khanacademy.org/college-careers-more/career-content>

**The Youthhood** <http://www.youthhood.org/>

**Going to College** <http://www.going-to-college.org/>

**Think College!** Inclusive Postsecondary Education programs <https://thinkcollege.net/>

**Autism Speaks-Transition Toolkit** <https://www.autismspeaks.org/tool-kit/transition-tool-kit>

**Center for Parent Information & Resources** <https://www.parentcenterhub.org/>