

Instructional Support Services Handbook

PARENT & STUDENT EDITION

Queens Metropolitan High School

2019-2020

Special Education is not a place, it's a service



THE MISSION OF INSTRUCTIONAL SUPPORT SERVICES. The I.S.S. Department's mission is to offer social, emotional, physical and academic support to ensure that our students have the tools to achieve post-secondary success.

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CONTINUUM OF INSTRUCTIONAL SUPPORT SERVICES

General Education with Related Services Students are in the general education environment for all academic classes while receiving related services support (mandated counseling, speech language therapy, hearing services, paraprofessional services, occupational services, physical therapy, nursing services, etc). General education students that receive related services have an IEP and may or may not have testing accommodations. The IEP is written by the related service provider(s).

Special Education Teacher Support Services (SETSS) 8:1 Special Education Teacher Support Services (SETSS) are specially designed and/or supplemental instruction in English and Mathematics provided by a special education teacher. These services help students remain in the general education classroom while receiving services from a special education teacher. The SETSS teacher will:

- A) Participate in student's planning meetings with the general education teacher(s), paraprofessional(s), and related service providers;
- B) Maintain a working knowledge of the general education curriculum and practices;
- C) Share and implement strategies to enable student's access to the general education curriculum and practices;
- D) Support small mixed-ability groups and/or provide one-to-one instruction in the general education classroom and/or separate classroom/resource room;
- E) Adapt and modify curriculum through published and teacher-made materials when mandated by the IEP;
- F) Design, assess and evaluate student progress as per his/her IEP goals;
- G) Ensure that all IEP mandates are addressed and met.

*SETSS providers do not co-plan lessons with general education teachers, but they need to have access to the lessons to anticipate what supports the students will need to access the curriculum.

SETSS support can be direct or indirect.

Direct Services provide specially designed instruction and/or supplementary instruction delivered by a special education teacher through individual and/or small group instruction to provide the student with compensatory skill development and remediation activities. They address the areas of deficit that have been identified for that student and strengthen the student's cognitive skills. Direct Services are provided to address educational needs directly related to the student's disability and not to provide additional academic instruction.

Indirect Services provide collaborative consultation between the special education teacher and the general education teacher which focuses on adjusting the learning environment and/or modifying and adapting instructional techniques and methods to meet the individual needs of the students in the general education classroom. Agreed upon strategies are delivered by the special education teacher and/or the general education teacher.

**SETSS providers will update attendance and progress towards IEP goals regularly through Special Education Student Information System (SESIS), a web-based application that assists school staff and related service providers in managing the special education process for students.*

***SETSS students may receive ICT in lieu of SETSS as a comparable service.*

Integrated Co-Teaching (ICT) 12:1 Integrated Co-Teaching (ICT) classrooms include both students with disabilities and students that do not have a disability. Students in ICT classrooms are educated together by two teachers: a general education content specific teacher and a special education teacher. The teachers work together and collaborate to adapt and modify instruction for students and make sure the **entire class**

has access to the general education curriculum. Both teachers plan and deliver each lesson together as team utilizing one or more co-teaching models. The special education teacher will:

- A) Participate in student's planning meetings with the general education teacher(s), paraprofessional(s), and related service providers;
- B) Maintain a working knowledge of the general education curriculum and practices;
- C) Share and implement strategies to enable student access to the general education curriculum and practices;
- D) Adapt and modify curriculum through published and teacher-made materials and activities when mandated by the IEP;
- E) Design, assess and evaluate student progress as per his/her IEP goals;
- G) Ensure that all IEP mandates are addressed and met.

ICT services are provided in the core content areas of English, mathematics, science, and social studies.

Special Class 15:1 (Self-Contained) Special Class Services are provided for children with disabilities in a self-contained classroom for any part of the school day. They serve children whose needs cannot be met within the general education classroom, even with supplementary aids and services including Special Education Teacher Support Services, Related Services or participation in an ICT class. Special Class Services may be provided on a full-time or part-time basis. The special education teacher in a special class will:

- A) Participate in student planning meetings with general education teacher(s), paraprofessional(s), and related service providers;
- B) Maintain a working knowledge of the general education curriculum and practices;
- C) Share and implement strategies to enable student access to the general education curriculum and practices at **a pace that is appropriate for the student**;
- D) Adapt and modify curriculum through published and teacher-made materials as mandated by the IEP; E) Design, assess and evaluate student progress as per his/her IEP goals;
- G) Ensure that all IEP mandates are addressed and met.

Paraprofessionals Paraprofessionals provide support to the student(s) that are in their care. The role of the paraprofessional is to assist teachers with classwork and/or assist with the daily care of students with emotional, cognitive, physical and other developmental special needs. Their responsibilities may include, but are not limited to, the following tasks:

- A) One-on-one or small group instruction as outlined by the teacher;
- B) Reinforcing behavior through the use of positive behavior support;
- C) Aiding occupational therapists, physical therapists, speech teachers and adaptive physical education providers during instruction;
- D) Guiding and assisting students in small group instruction settings with class routines and in transitioning from one activity to the next;
- E) Assisting students with ambulation within the school premises and on class trips;
- F) Lifting, feeding, toileting and diapering after receiving appropriate training as mandated by the IEP; G) Collecting data documenting student behavior for instructional purposes;
- H) Writing anecdotal information concerning student behavior.

**Paraprofessionals will update attendance and progress towards IEP goals regularly through SESIS.*

RELATED SERVICES

Mandated Counseling The purpose and focus of the counseling provided is determined by an evaluation of the student's needs and the extent to which they interfere with educational performance. The purpose of counseling is to help students with disabilities recognize and modify behaviors that interfere with learning. The type of counseling (individual and/or group) along with the IEP goals and objectives, frequency, and

duration are determined by the IEP Team in collaboration with students, parents/guardians, general education and special education teachers.

Counseling is an interpersonal activity which addresses specific school related counseling goals in order to enable students to succeed in school. It is designed to improve students' social and emotional school functioning in the areas of appropriate school behavior and discipline, social skills, self-control, conflict resolution, problem solving skills, self-esteem, decision-making skills and vocational and transition planning. Counseling may be provided in combination with the development of an individual behavior intervention plan (BIP). Counseling may be recommended for students who have chronic social-emotional difficulties which significantly interfere with their learning. These problems can include difficulty interacting appropriately with adults or peers, withdrawal or acting-out, low self-esteem, or poor coping skills.

Counseling is provided by licensed and/or certified school guidance counselors, school social workers and/or school psychologists.

Hearing Services Hearing Education Services are designed to provide intensive instruction in speech reading, auditory training and language development to enhance the growth of receptive/expressive communication skills.

Hearing Education Services are delivered to students with a history of chronic fluctuating hearing loss greater than 15 dBHL in the better ear or other hearing loss equal to or greater than 25 dBHL in the ear which adversely affects student performance.

This service is provided by teachers of the deaf and hard of hearing.

Occupational Therapy (OT) An evaluation for Occupational Therapy is conducted by an Occupational Therapist using formal and informal assessment tools and techniques. Evaluations incorporate relevant data from family and school personnel to assess the student's current level of function and ability to participate in their educational program.

Occupational Therapy emphasizes independence in activities of daily living (e.g. dressing, feeding, money management), skill acquisition (e.g. self management skills, vocational skills) and school participation in various settings including the classroom, cafeteria, bathroom, and playground. Occupational Therapy is designed to maintain, improve or restore function of students in all educationally related activities including neuromusculoskeletal function (e.g. range of motion, muscle strength, endurance, postural control), motor function (e.g. fine motor skills, oral motor control, visual motor integration), sensory and perceptual function (e.g. integrating and processing of tactile, visual, auditory information), cognitive function (e.g. attention, memory) and psychosocial function (e.g. self-concept, interpersonal skills).

Occupational Therapy maintains and promotes function through the use of purposeful activities and development of compensatory strategies that enhance school performance. Occupational Therapy provides and maintains adaptive equipment and assistive technology (e.g. splints, word processors, toileting equipment).

Occupational Therapy may be recommended for a student whose physical needs and/or learning problems requires such services and/or impedes access to his/her educational program. These students may demonstrate skills that are below expectations commensurate with the student's total profile including cognitive development which adversely affects school performance. A physician's referral is required for a student to receive Occupational Therapy. The frequency and duration of services is determined by the IEP Team in collaboration with the evaluating therapist.

Occupational Therapy is provided by state licensed Occupational Therapists.

Physical Therapy An evaluation for Physical Therapy is conducted by a Physical Therapist using formal and informal assessment tools and techniques. Evaluations incorporate relevant data from family and school

personnel to assess the student's current level of function and ability to participate in his/her educational program. Recommendations for service are based on whether Physical Therapy is required to enable the student to benefit from instruction.

Physical Therapy emphasizes physical function and independence in various settings including the classroom, bathroom, gym, staircase, playground and transitions between settings. Physical therapy uses manual/handling techniques, exercise and sensory processing activities to maintain, improve or restore function including gross motor development (e.g. mobility, ambulation, posture), neuromotor status (e.g. muscle tone, strength, balance, coordination), motor planning and negotiating the environment.

Physical Therapy also promotes function by adapting the environment, providing and maintaining seating, positioning, assistive technology and mobility equipment and by monitoring and managing orthoses and prostheses.

Physical Therapy may be recommended for a student whose physical needs require such services and/or impede access to their educational program. These students may demonstrate skills that are below expectations commensurate with the student's total profile including cognitive development which adversely affects school performance. A physician's referral is required for a student to receive Physical Therapy services. The frequency and duration of services is determined by the IEP Team in collaboration with the evaluating therapist.

Physical Therapy is provided by state licensed Physical Therapists.

Speech and Language Therapy Speech/Language Therapy is designed to address deficits in a student's auditory processing, articulation/phonological skills, comprehension and use of semantics, syntax, pragmatics, voice production and fluency.

Speech/Language Therapy may be recommended for a student with a communication problem, including problems with language comprehension and expressive language which adversely affect school performance. In addition, it may be recommended for students with speech production skills whose speech is unintelligible or not commensurate with the student's total profile, including cognitive development which adversely affect their educational performance. Students who function below a six month old cognitive level may not be ready for speech/language therapy as a related service but rather should receive sensory or language stimulation as part of their primary program.

The IEP Team must take care in differentiating for English as a New Language (ENL) students a language difference as opposed to a speech/language impairment. If an ENL student is encountering only language differences, ESL services and not Speech/Language Therapy should be provided.

Speech/Language Therapy is provided by teachers of speech improvement.

Speech/Language Therapy must be provided for a minimum of two thirty-minute sessions per week.

Vision Education Services Vision Education Services are designed to provide instruction in utilizing Braille, Nemeth Code, large print, optical and non-optical low vision devices and other skills that are necessary to attain academic, social, vocational and life adjustment skills, literacy and acquisition of information using tactile, visual, and auditory strategies.

This service is provided for students who are blind or have a visual impairment related to pathology of the eyes or visual pathways with a visual acuity no greater than 20/70 in the better eye with best correction or limitations in visual acuity and visual field which adversely affect student performance.

This service is provided by teachers of the blind and visually impaired.

Nursing/School Health Services School Health Services are designed to address the specific health needs of the student and to ensure a safe educational environment that allows the student to benefit from his/her primary educational program. School Health Services are also designed to enhance the student's ability to access the least restrictive environment and participate to his/her full potential within it.

School Health Services may be provided by a professional registered nurse or a paraprofessional. The nature of the health services determines whether they are provided by a nurse or a paraprofessional. Those medically-related school health services that can only be provided by a professional registered nurse in a school setting and/or on the bus to and from school usually include, but are not limited to, tracheal suctioning; gastrostomy tube feeding; catheterization; administration of oxygen; blood glucose monitoring; administration of insulin and other injectable medication; nebulizer treatments; postural draining; and oro-nasal suctioning.

Those school health services that can be provided by a paraprofessional are designed to provide students with assistance in activities of daily living (ADL), and usually include, but are not limited to, transfers from wheelchair to adaptive equipment, ambulation assistance, diapering and toileting assistance, feeding, dressing, managing orthotics and use of assistive communication or writing devices.

**Related service providers will update attendance and progress towards IEP goals regularly through SESIS.*

Additional special education services that may be recommended for students include:

- **Adapted physical education** is a specially designed program of developmental activities, games, sports and rhythms suited to the interests, capacities and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.

- **Special transportation** means services and supports necessary for the student to travel to and from school and between schools; in and around school buildings; and includes specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation to a student with a disability. Examples of special transportation include: special seating; vehicle and/or equipment needs; adult supervision; type of transportation; and other accommodations. See <http://www.p12.nysed.gov/specialed/publications/policy/specialtrans.htm>

- **Transition Services** are a coordinated set of activities for a student with a disability beginning not later than the first individualized education program (IEP) to be in effect when the student is age 15 (***at Metro, we do this for every student regardless of age***), designed within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities.

- **Travel training** is instruction, as appropriate, provided to students with significant cognitive disabilities, and any other students with disabilities who require this instruction, to enable them to develop an awareness of the environment in which they live; and learn the skills to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community). Students who take special transportation are generally referred for travel training by their senior year. Consideration of transportation needs and travel independence should be included during your IEP meetings.

- **Twelve-month special service and/or program** (also known as Extended School Year) is a special education service and/or program provided on a year-round basis for students with disabilities determined to require a structured learning environment of up to 12 months duration to prevent substantial regression. For example, students who receive occupational therapy, physical therapy and/or speech therapy may require a twelve-month service and/or program.

Graduation Requirements

Students can earn three types of diplomas to graduate high school in New York State: local, Regents, advanced Regents. All of these diplomas are valid high school diplomas. All students can earn a Regents or advanced Regents diploma. An Advanced Regents diploma lets students show additional skills in math, science, and languages other than English. **Only students with disabilities are eligible to graduate with a local diploma.** To earn a diploma, students must earn **44** specific course credits and pass specific **Regents exams**.

Local Diploma	Regents diploma	Advanced Regents diploma
<p><i>Earn a 55-64 on these five exams:</i></p> <p>1-English Language Arts (ELA) 2-Any math exam (Algebra I, Geometry, or Algebra II/Trigonometry) 3-Any social studies exam (Global History and Geography or U.S. History and Government) 4-Any science exam (Living Environment, Chemistry, Earth Science, or Physics) 5-Any additional Regents exam, or another state approved option</p> <p><i>Earn 44 credits in specific subject areas (see requirements for Regents diploma)</i></p> <p>Safety Nets Students with disabilities have options available to support acquisition of the local diploma.</p> <p><i>-Low Pass Safety Net with Appeal</i></p> <ul style="list-style-type: none"> Students with disabilities may appeal up to two Regents exam scores of 52-54. <p><i>-Compensatory Safety Net</i></p> <ul style="list-style-type: none"> This option enables students to compensate a Regents exam score of 65 or above for a Regents exam score between 45 and 54. Each high score may compensate for a low score. This option only applies to lower scores on Regents exams in social studies and science. Students must earn at least a 55 (or be granted an appeal in the range of 52-54) on their English language arts and mathematics Regents exams. 	<p><i>Earn a 65 or higher on these five exams:</i></p> <p>1-English Language Arts (ELA) 2-Any math exam (Algebra I, Geometry, or Algebra II/Trigonometry) 3-Any social studies exam (Global History and Geography or U.S. History and Government) 4-Any science exam (Living Environment, Chemistry, Earth Science, or Physics) 5-Any additional Regents exam, or another state approved option</p> <p><i>Earn 44 credits in these subject areas:</i></p> <ul style="list-style-type: none"> -8 credits in core English -8 credits in social studies, including: <ul style="list-style-type: none"> -4 credits in Global History -2 credits in U.S. History -1 credit in Participation in Government -1 credit in Economics -6 credits in math, including: <ul style="list-style-type: none"> -At least 2 credits in advanced math (Geometry or Algebra II) -6 credits in science, including: <ul style="list-style-type: none"> -2 credits in any life science -2 credits in any physical science -2 credits in any life science or physical science -2 credits in Languages Other Than English (LOTE) -4 credits in physical education, every year in specific ways -1 credit in health education -2 credits in arts education, including visual arts, music, dance, and theater -7 credits in electives 	<p><i>65 or higher on the following nine exams:</i></p> <ul style="list-style-type: none"> -English Language Arts (ELA) -Three math exams (Algebra I, Geometry, and Algebra II/Trigonometry) -One social studies exam (Global History and Geography or U.S. History and Government) -Two science exams (Living Environment and one of these: Chemistry, Earth Science, or Physics) -Any additional Regents exam, or another option approved by the State -Any NYC LOTE exam <p><i>Earn 44 credits, but more courses in LOTE and fewer elective courses:</i></p> <ul style="list-style-type: none"> -8 credits in core English -8 credits in social studies -6 credits in math, including: <ul style="list-style-type: none"> -At least 2 credits in advanced math -6 credits in science -6 credits in Languages Other Than English (LOTE) -4 credits in physical education, every year in specific ways -1 credit in health education -2 credits in arts education, including visual arts, music, dance, and theater -3 credits in electives

Superintendent Determination Option for Graduation with a Local Diploma: This option is available to students with disabilities with a **current** individualized education program (IEP) only. It does not apply to students with section 504 accommodation plans or students who have been declassified from special education.

Eligibility Conditions

1. The student must have a current IEP and be receiving special education programs and/or related services.

2. The student did not meet the graduation requirements through the low pass (55-64) or the compensatory safety net options.
3. The student must have earned the required course credits and have passed all courses required for graduation, including the Regents courses to prepare for the corresponding required Regents examination areas (English language arts (ELA), mathematics, social studies and science).
4. The student must have taken and received a minimum score of 55 on both the ELA and Mathematics Regents examinations or a successfully appealed score between 52 and 54 **after December 2017, a student who was unable to achieve a minimum score of 55 or did not initiate an appeal of a score between 52 and 54 on the English and/or Mathematics Regents examinations may be considered an eligible student for the Superintendent determination option as long as the student completed the requirements for New York State (NYS) Career Development and Occupational Studies (CDOS) Commencement Credential.*
5. There must be evidence that the student participated in all Regents examinations required for graduation but has not passed one or more of these examinations.
6. There must be evidence that the student has otherwise demonstrated graduation-level proficiency in the subject area(s).

C-DOS credential: This credential recognizes students’ preparation for entry-level work through mastery of CDOS (*Career Development and Occupational Studies Commencement Credential*) learning standards. Students complete a career plan, employability profile, and 216 hours of career preparation experiences, including at least 54 hours of school-supported work-based learning. The CDOS may be awarded as a sole exiting credential, earned as an endorsement to a diploma, or used to fulfill the +1 option. **If used as a sole exiting credential, it is not proof of graduation.*

Skills and Achievement credential: Some students with severe disabilities can earn the Skills and Achievement credential instead of a diploma. This credential recognizes students’ achievements in academics, career development, and other foundational skills. *It is not proof of graduation.*

College & Career Readiness

Coursework, exam scores and activities outside the classroom can support students in working towards their goals beyond high school.

Coursework

Students can prepare for college-level work by taking higher-level courses in high school including:

- 8 credit sequence in math - Algebra I, Geometry, Algebra II
- 8 credit sequence in science - Living Environment, Earth Science, Chemistry and Physics
- Advanced Placement (AP) and College Now

Exams

High exam scores can help students avoid taking remedial classes in college. For CUNY, students may meet the college readiness requirement based on certain test scores.

Reading & Writing	Math
<ul style="list-style-type: none"> ● English Regents score of 75+ ● SAT I Verbal score of 480+ ● SAT Critical Reading score of 480+ ● SAT Evidence-Based Reading & Writing score of 480+ ● ACT English score of 20+ 	<ul style="list-style-type: none"> ● Common Core-aligned Algebra I or Geometry Regents exam score of 70+ or Algebra II/Trigonometry exam score of 65+ ● Any math Regents exam score of 80+ and a passing grade in Algebra II/Trig or a higher-level math course ● Math SAT I score of 500+ or SAT Math Section (March 2016 and later) score of 530+ ● ACT Math score of 21+

CUNY’s Skills Assessment Tests (CATs)

Students who do not achieve the required scores on SAT, ACT, or New York State Regents Exams can satisfy the college readiness requirements by passing the CUNY Assessment Tests in Reading, Writing and Mathematics, with the following scores: **Reading Test score of 55+; Writing Test score of 56+; Elementary Algebra (Math 5) score of 57+**

Transition Supports

ACCES-VR

Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR) starts with the presumption that all individuals with disabilities can benefit from vocational rehabilitation services and should have opportunities to work in jobs integrated within their communities. Vocational Rehabilitation Counselors guide individuals through service programs they need to reach their employment goal. ACCES-VR assists individuals with disabilities to achieve and maintain employment and to support independent living through training, education, rehabilitation, and career development. ACCES-VR encourages you to be as independent as you would like when developing your Individualized Plan for Employment (IPE). Your vocational rehabilitation counselor is available to assist you with developing your plan and reaching your employment goal. Or, you may choose to develop your own plan and your counselor can provide guidance. Your vocational rehabilitation counselor must review and approve your IPE and apply their professional judgment and expertise, as well as applicable laws, regulations, and policies to ensure responsible use of public funds.

VR services include:

Vocational Counseling and Guidance	Assessments and Evaluations
Rehabilitation Technology	Special Transportation
Adaptive Driver Training	Work Readiness
Youth Services	Physical and mental restoration services
Job Development and Placement	Work Try Out & On the Job Training
Job Coaching	Occupational tools and equipment
Medical care for acute conditions arising during the program	
Modifications to homes, vehicles and worksites	
Goods, inventory, equipment and supplies for self-employment	
Occupational and business licenses	
Training including tuition, related fees, required textbooks	
-Vocational -College	
Tutor, Reader and Note Taker services	

Financial Need - ACCES-VR does not charge for any VR services. Funding for some services is based on you or your family's financial need. If you have income and or assets you may be asked to contribute to the cost. For example; a family of 4 with a combined annual income and assets of \$86,100 or more may be asked to contribute to the cost of attending college. Disability related expenses and cost-of-living adjustment for some down state counties may allow you to exclude additional resources before being asked to contribute.

Comparable Benefits - You will also be asked to apply for all available benefits that may help reduce the cost of the service; eg. for college you will be asked to apply for financial aid including TAP and PELL.

Students are encouraged to apply for services through ACCES-VR during their junior year of high school to ensure continuity of transition services upon high school graduation. The process of applying for sponsorship through ACCES-VR includes submission of a paper application with a state issued I.D. card, social security card, birth certificate and proof of disability (i.e. IEP, medical documentation). The student will meet with the vocational rehabilitation counselor to discuss their employment goals (including post-secondary education/training) in order to develop an individualized plan for employment (IPE).. The counselor will refer the student for a psychological evaluation as this report can be submitted to their college/university for testing accommodations as well as serves as a necessary step in the development of their IPE. Additional referrals and plans of action are devised based on the IPE.

College Knowledge Program: College 99, 100, 101 and 102

Students are enrolled in the College Knowledge program beginning in their freshman year (College 99) and continue through their senior year (College 102). This course sequence is designed to introduce, familiarize and prepare

students for the numerous college and career opportunities available upon graduation. These courses provide guidance throughout high school in encouraging students to formulate their personal post-secondary pathway to enable students for successful navigation through the complex college application, financial aid and career development process.

CUNY

The City University of New York spans 25 campuses across the city's five boroughs providing exceptional access for high school graduates, high academic quality, numerous programs to support student completion and deep connections with important industries for career success. The CUNY system includes 11 senior colleges each with a rigorous baccalaureate degree (four-year) program, 7 Community Colleges providing high-quality associate degree programs that prepare students for senior colleges or entry into professional careers, and 7 Graduate, Honors and Professional Schools, offering more than 30 doctoral programs.

***CUNY Supports:**

-CUNY Office for Students with Disabilities

CUNY is deeply committed to ensuring equal access and opportunity for students with disabilities through innovative support programs, grounded in nationally regarded best practices in postsecondary disability services which support the academic success and personal development of students with disabilities. Towards this end, each CUNY campus features an Office of Disability Services, managed by a director who coordinates the provision of reasonable accommodations and support services for students with disabilities. Students' needs for reasonable accommodations and support services are verified by these offices. They also provide counseling and referrals, and arrange crucial auxiliary aids and services, including assistive technology services, note takers, readers, sign language interpreter services, distance learning networks, priority registration, and alternative testing arrangements.

-CUNY Leads

CUNY LEADS is a unique academic and career program for students with disabilities at the City University of New York. This program is free of charge for all eligible candidates and available on all CUNY campuses.

LEADS can assist with the following services: Career and academic guidance and skills for job search and retention; Enhanced employment opportunities; Referral assistance with ACCES/VR; Academic advisement; Career counseling; Resume preparation; Interview preparation; Internship preparation; Job seeking assistance; Job placement assistance; Advocacy skills; Referral assistance with ACCES-VR.

-CUNY Unlimited: A CREDENTIAL PROGRAM FOR STUDENTS WITH INTELLECTUAL DISABILITIES

CUNY Unlimited is a credential program in development through a grant partnership with the University of Rochester, AHRC NYC, the NYC Department of Education, and the JFK, Jr. Institute for Worker Education. Students currently enrolled in model demonstration programs at five CUNY campuses prepare for employment by participating in academic courses, co-curricular activities, and vocational experiences aligned with their interests.

Beginning in 2020, students accepted into the CUNY Unlimited program will be eligible to earn a CUNY Unlimited Achievement Certificate, capturing their college experience in a way that is valuable to the student, their communities, and future employers. Students will participate in CUNY classes and experience college life while developing the skills to take on meaningful and productive roles in their communities.

Coop Tech: School of Cooperative Education

Coop Tech provides CTE courses in a variety of industries such as automotive, computer technology, construction trades, culinary, drafting, electrical and solar installation, medical health careers, natural hair styling, plumbing, and vision technology.

Students who are 17 to 21 years old and have earned 20 credits are eligible to apply. Applications must be submitted along with a writing sample, student transcript, report card and most recent IEP (if applicable) to the Transition Coordinator or student guidance counselor by the fall and spring semester deadlines (generally early December and June).

Coop Tech allows students to earn 2 elective high school credits per semester in a CTE course aligned with their career interest. Students must be able to travel independently to and from the Coop Tech program site. We highly recommend that students apply for the afternoon session of the course which meets from 12:30 to 3pm Monday to Friday and follows the NYCDOE school calendar.

MANHATTAN: Coop Tech Main Campus at 96th Street, New York, NY

Automotive	Drafting / Blueprinting /CAD	Electrical Installation/ Solar Electrical
Advanced Culinary	Intro to Construction Trades	
Advertising & Design	Intro to Culinary	
Cisco Networking	Medical Health Careers	
Barbering	Natural Hair Styling	Web Design
Carpentry	Plumbing	Welding
Certified Nursing Assistant	Vision Technology	
Computer Repair		

MANHATTAN: Coop Tech @ The Horan School, 55 East 120th Street, New York, NY

Intro to Culinary Arts

BRONX: Coop Tech @ Longwood Campus, 965 Longwood Ave, Bronx, NY

Universal Digital Technology	Medical Health Careers
Electrical Installation	Natural Hair Styling

QUEENS: Coop Tech @ Long Island City H.S., 14-30 Broadway, LIC, Queens, NY

Automotive	Carpentry
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QUEENS: Coop Tech @ Queens Transitional Center, 142-10 Linden Blvd., Queens, NY

Automotive	Barbering	Intro to Culinary Arts
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BROOKLYN: Coop Tech @ Canarsie H.S. Campus, 1600 Rockaway Pkwy, Brooklyn, NY

Advertising & Design	Intro to Construction Trades
Carpentry	Intro to Culinary Arts

STATEN ISLAND: Coop Tech @ Institute for Basic Research, 1050 Forest Hill Road, Staten Island, NY

Carpentry

INCLUDE NYC

Include NYC is New York City's only independent nonprofit organization that works for families and children with all disabilities, across all boroughs, to understand, navigate, and access the services needed to ensure that all children and youth have the opportunity to develop their full potential.

Include NYC provides information and referral, resource guides, educational advocacy, and a whole host of really informative workshops/training for parents, professionals, etc.

OPWDD/Front Door Application Process

The Front Door is the way the Office for Persons with Developmental Disabilities (OPWDD) connects people to the services they need and want. Once you enter, a person-centered planning process begins which helps you learn about and access service options taking your needs and desires into consideration. It will also give you the chance to direct your own service plan or help your family member or loved one as they direct theirs.

The Front Door is based on the understanding that people with developmental disabilities have the right to enjoy meaningful relationships, experience personal growth, participate in their community and live in the home of their choice.

The Transition Coordinator will help students and families through the steps involved in determining eligibility for services with OPWDD. If eligibility is granted the Front Door staff will help consumers to identify needs, goals and preferences, and help to work on a plan for getting those services.

Queens Transition & College Access Center (TCAC)

The Transition and College Access Centers are devoted to ensuring that students with disabilities are prepared for postsecondary life experiences. TCACs are located in each borough of the city. In addition to college readiness resources and supports, these centers also facilitate diverse work based learning opportunities for students with Individualized Education Programs (IEPs). Our work-based learning programs include: Training Opportunities Program (TOP) which is administered September through June and the Summer Youth Employment Program (SYEP) where youth between the ages of 14 and 21 participate in paid employment for up to six weeks in July and August. Participants work in entry-level jobs in a variety of industries. In addition, the TCACs offer professional learning opportunities for staff, students and families throughout the school year. Topics addressed during these professional learning opportunities include: advocacy and self-determination, work based learning exploration, transition planning, understanding CDOs, college and career readiness, FAFSA, resume writing, and more.

SYEP/Summer Youth Employment Program

SYEP is a job program that provides youth between the ages of 14 - 24 years old with work experience, life skills training and income during the summer months and qualified organizations with free summer help. SYEP is a seven week program beginning in early July and continuing through the third week of August. All students between the ages of 14 to 24 are encouraged to apply through the online application and selections are made based on a lottery system. Students with disabilities, however, should not apply via the online application. Instead, interested students with a documented disability should see the Transition Coordinator (Jessica Brett) for a paper application and list of required documents to be submitted with the application. Applications are provided directly to the Queens TCAC office where selections are made from a much smaller lottery pool. It is imperative that students provide proper documentation with their application to increase the likelihood of being selected for a worksite.

The following documentation is required:

- Proof of Identity (copy of official picture ID - school, city, state or government issued)
- Proof of Employment Authorization (copy of report card, official school transcript, NYS driver/non-driver's license, voter registration card, OR U.S. military card/draft record)
- Proof of Age (copy of birth certificate, benefit card, NYS driver/non-driver's license, alien registration card OR valid U.S. Passport)
- Proof Social Security: Clear SIGNED copy of Social Security Card
- Copy of Working Papers: If under the age of 18 at the time of application, the student must submit their most current working papers. Working papers can be acquired from the Transition Coordinator, guidance counselor or community assistant. 14 and 15 years of age will receive a Blue Card; 16 and 17 years of age will receive a Green Card
- Proof of Citizenship/Alien Status (copy of valid U.S. passport, U.S. birth certificate, alien registration card, I-94, I-551, I-797, certificate of naturalization OR employment registration card)
- Proof of Address (dated within the last 6 months: copy of home utility bill, lease, current cable bill OR Official Mail from federal, state or city agency)
- Proof of Family Income (dated within the last 6 months)

If supported by public assistance: current EBT card (with parent/guardian signature) AND a recent store receipt, current benefit budget/SNAP letter, official letter from Social Services (must include applicants name, benefit # and date)

If not supported by public assistance: two (2) consecutive pay stubs dated within the last 6 months (must include payee name and gross income), 2018 W-2 form and one (1) pay stub dated within the last 6 months, current pension award letter, current SSA award letter, unemployment benefit dated within the last 6 months

If self-employed: 2018 Tax Return including Schedule "C" or "E" (if receiving rental income)

- Proof of Disability: first page of IEP

Travel Training

NYC DOE's Office of Travel Training provides travel training services. These services help students use public transportation and navigate different environments independently. It is essential that students are able to travel independently (if possible) before they graduate high school. Travel training and transportation assistance is also provided by additional agencies outside of the Department of Education (i.e. IncludeNYC and ACCESS-A-RIDE). Referrals for travel training can be obtained from Jessica or directly from David Abrahams, DAbraha5@schools.nyc.gov, 142-10 Linden Blvd, Jamaica, NY 11436, (718) 558-2030 x 4230, Fax (718) 558-2036.

YABC/Youth Adult Borough Centers

Young Adult Borough Centers (YABCs) are afternoon and evening programs designed to meet the educational needs of high school students who are behind in credit or have adult responsibilities that make it hard to attend school during the day. Students attend YABCs part-time in the afternoon or evening to earn a high school diploma.

Students graduate with a diploma from their home school after they have earned all their credits and passed all the required exams while attending the YABC. All YABCs are managed by District 79 and supported by the Learning to Work program, which offers paid internships, student support services, in-depth job readiness, and college and career exploration activities.

Acronyms

ABA - Applied Behavior Analysis
ACT - American College Test
ADA - Americans with Disabilities Act
ADD/ADHD - Attention Deficit/Attention-Deficit Hyperactivity Disorder
ADLs - Activities of Daily Living
APE - Adaptive Physical Education
AT - Assistive Technology
AYP - Adequate Yearly Progress
BIP - Behavior Intervention Plan
CCSS - Common Core State Standards
CDOS - Career Development and Occupational Studies commencement credential
CTE - Career and Technical Education
CUNY - City University of New York
ENL/ESL - English as a New Language/English as a Second Language
FAFSA - Free Application for Federal Student Aid
FAPE - Free and Appropriate Public Education
FBA - Functional Behavior Assessment
ICT - Integrated Co-teaching *AND* Information Communication Technology
IDEA - Individuals with Disabilities Education Act
IEP - Individualized Education Program
IFSP - Individualized Family Service Plan
IQ - Intelligence Quotient
ISS - Instructional Support Services
ITP - Individualized Transition Plan
LRE - Least Restrictive Environment
NYSAA - New York State Alternate Assessment
NYS TAP - New York State Tuition Assistance Program
OHI - Other Health Impairment
OPT - Office of Pupil Transportation
OPWDD - Office of Persons with Developmental Disabilities
OT - Occupational Therapy
PBS - Positive Behavioral Supports
PLOP - Present Levels of Performance
PT - Physical Therapy
SAT Student Assistance Team *AND* Scholastic Aptitude Test
SEGIS - Special Education Student Information System
SETSS - Special Education Teacher Support Services
SUNY - State University of New York

SWD - Student with disability
SYEP - Summer Youth Employment Program
VR - Vocational Rehabilitation
WBL - Work Based Learning
YABC - Youth Adult Borough Centers