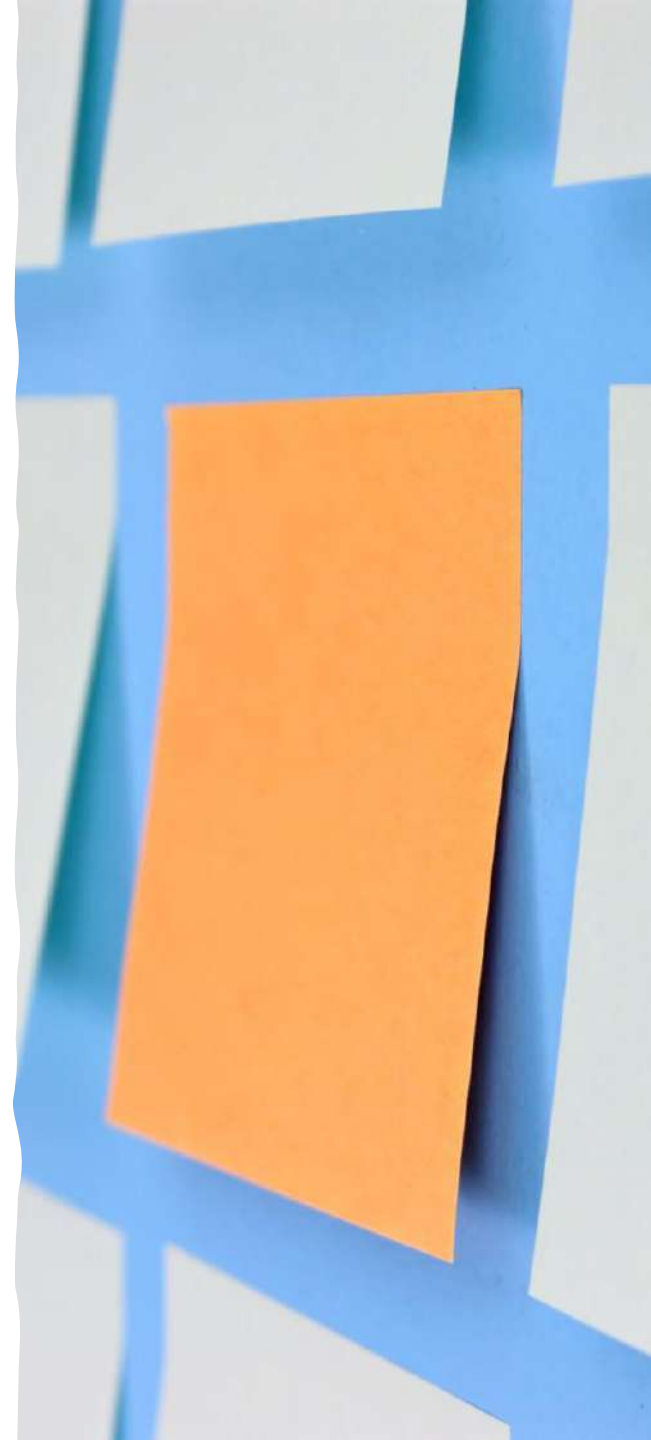


How the IEP Process Supports the Post- Secondary Transition



Objectives this evening

PHSC role

Differences in
high school and
post-secondary
settings

Readiness skills

Considerations of
search and “fit”
Level of support

Tonight's Speakers

Bethany Nichols – Case Manager and teacher at the Winnetka Campus

Matt Shedroff – Case Manager and teacher at both campuses

Gretchen Stauder – Post High School Counselor

Sean Clemenz – Special Education Department Chair

Megan Zajac – Director of Special Education



Special Education Roles at the Winnetka Campus

Joanne Panopoulos-
Assistant
Superintendent for
Student Services and
Special Education

Megan Zajac-
Director of Special
Education

Sean Clemenz-
Special Education
Department Chair
(Winnetka)

Annie Kirschbaum -
ELS Coordinator

Maria Miller - Special
Education
Department Assistant

Transitioning to the Winnetka Campus



Your Child's Team

Case Manager, Adviser,
Related Services, PHSC
beginning junior year

Case Manager and Adviser Roles

- **Adviser:** Attendance, scheduling, “whole school”
- **Case Manager:** IEP goals, accommodations, related service coordination, self-advocacy

*Case Manager= Teacher of
Resource Seminar 3 or
Learning Strategies*

Continuum of Services

Self-Contained
Program

Instructional
Strategies,
Instructional Strategies

Co-taught Classes

Accommodations,
Resource/Consult,
Learning Strategies

Transition Planning

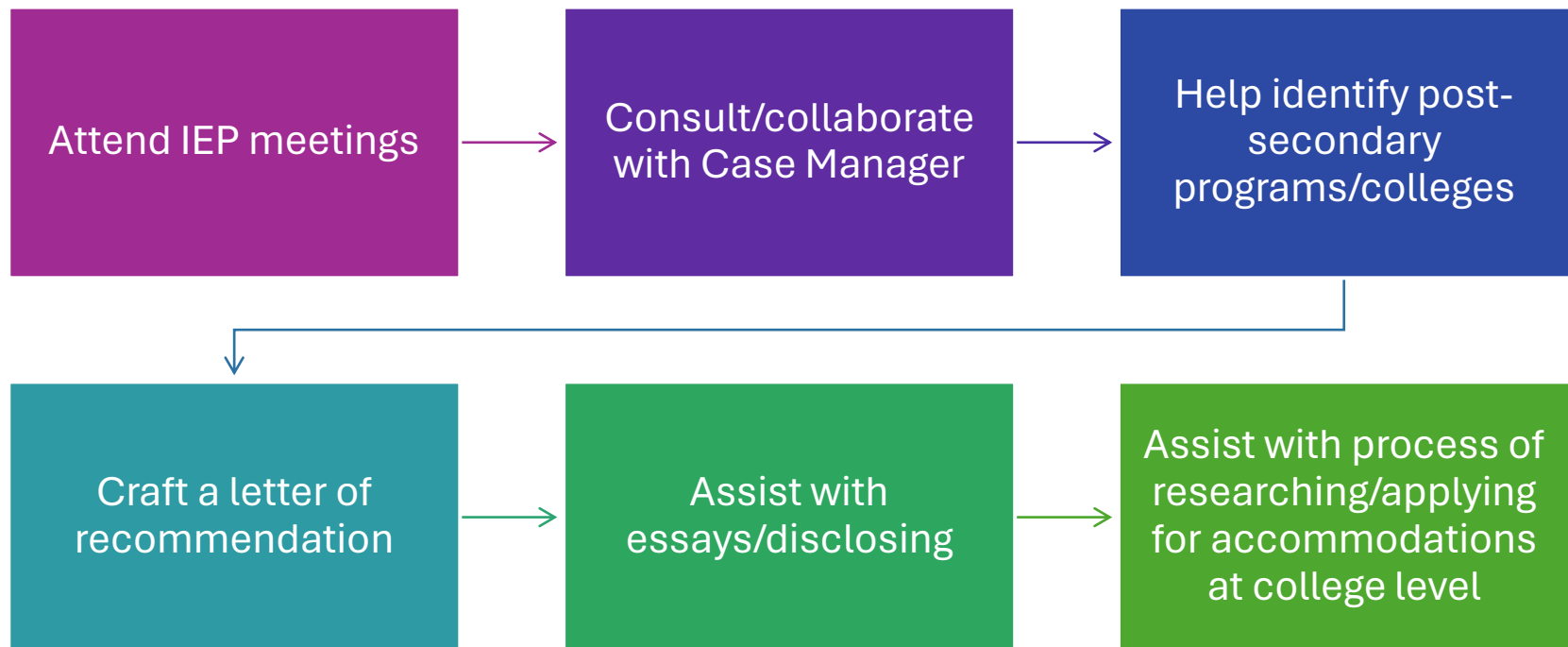
Transition Plan in
IEP

Align goals to
Transition Plan

Preparation for
the future

Collaboration
with Post-High
School
Counseling

PHSC Role in Supporting Students



Post-Secondary Options and Fit

Employment
Military

Gap Year
PG Year

2 year
Vocational/Technical
Degree or Certificate

4-year degree

Readiness Factors and Ownership

Self-Management Skills (Independence)

- Organization/Executive functioning
- Time management
- Daily skills- getting up, going to class, hygiene
- Emotional resilience

Social Emotional Skills

- Ownership in academic environment
- Attend and participate in IEP meetings
- Communicate with adults
- **Strong self-advocate**
- Collaborate with others

Self-Awareness Skills

- Awareness and understanding
- Understand strengths and weaknesses
- Demonstrates ability to communicate about disability verbally and in writing
- Solid knowledge of how disability impacts learning

Resource Seminar



Check in/prioritize
work



Review content area
work



Test preparation



Executive
functioning support
and strategies



Focus on goal work
and self-advocacy

Communication with Families



Additional Resources at the Winnetka Campus



CLASSROOM
TEACHERS



ACADEMIC ASSISTANCE
CENTER ([AAC](#))



ADVISERS

Primary Differences

High School: IDEA
(Individuals with
Disabilities
Education Act)

Postsecondary
Environment: Section
504 of Americans
with Disabilities Act

Post-Secondary Environment

No IEP or modified curriculum

Student is responsible to self-identify and apply for accommodations

Accommodations provided case-by-case and semester-by-semester

FERPA(Family Educational Rights and Privacy Act) governs communications

Factors to Consider

Size- small/medium/large

Location

Access to home

Support network nearby

Explore Academic Support
and Office of Accessibility
or Disability Services

Level of
accommodations/support
Type of Disability

Questions To Ask

How much support is required now?

Are they showing gradual independence academically?
Socially?

What do they do for themselves? How much reliance on adults?

What progress have you observed in the last year?

What progress has the case manager/adviser observed?

What progress has the student observed?

Levels of Support

Basic Accommodations

Comprehensive services

Full-service programs

Accommodations vs Services

Basic Services

- No specific department
- Student is responsible for arranging accommodations
- Investigate smaller schools

Comprehensive Services

- Office that supports students
- Helps coordinate accommodations
- Staff of specialists

Full- Service Programs

Separate
application

Fee for services

Staff of trained
specialists

Coordination of
accommodations
and tutoring

Regularly
scheduled
meetings

Help with
choosing classes

Examples

University of Arizona- SALT

Southern Illinois Carbondale-Achieve

Bradley University – Moss Scholars

Neurodiverse specifically

Marquette- On Your Marq

Loras College- ARCH

Aurora University- Pathways

Schools
Exclusively
for
Students
with LD

Beacon
College in
Florida

Landmark in
Vermont

Take a step back...

What about
a gap year?

What about
working?

Should they
start 2- year?

Application Process for Receiving Accommodations

Student-initiated process with the Office of Accessibility at ONE college



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graph TD; A[Student-initiated process with the Office of Accessibility at ONE college] --> B[Required Documentation]; B --> C[Statement to explain understanding anticipated support and current accommodations]; C --> D[Interview to discuss accommodation needs and services];
```

Required Documentation

Statement to explain understanding anticipated support and current accommodations

Interview to discuss accommodation needs and services

Support in Transition

- It is better to apply for accommodations than not to have them when needed. Do not wait until midterms.
- “I used them in high school so I will likely need them in college.”
- “I have done well in high school so I will not need services in college



Resources

Choices: [CHOICES website](#)

Maia
College Accessibility
Staff

K & W Guide to
Colleges

[SMU Transition](#)



Questions