

GUIDANCE HANDBOOK 2011-2012

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Units of study in grades seven and eight.

The following are the units of study are required for students at the Junior High level. Unless otherwise noted, they must be met during grades 7 and 8.

- English language arts, two units of study
- Social Studies, two units of study;
- Science, two units of study
- Mathematics, two units of study
- Technology education, one unit of study ($\frac{1}{2}$ unit during grade 7 and $\frac{1}{2}$ unit during grade 8)
- Home and career skills, three quarters of a unit of study (generally we offer $\frac{1}{2}$ unit during grade 7 and $\frac{1}{4}$ unit during grade 8. If you are district based and the students mainstream, follow the district master schedule)
- Physical education, $\frac{1}{2}$ unit per year
- Health education, one half unit of study sometime during grade 6,7 or 8.
- The arts, including one half unit of study in the visual arts, and one half unit of study in music. ($\frac{1}{4}$ unit art and $\frac{1}{4}$ unit music during grade 7 and again during grade 8)
- Library and information skills, the equivalent of one period per week in grade seven and eight
- Languages other than English pursuant to section 100.2(d) Students will complete one unit of foreign language study during grade 7 and or 8. At the end of that unit, they will take the proficiency test. In the event they pass the test, they will be awarded 1 carnegie unit of credit toward the high school requirements.
- Career development and occupational studies

REGENTS DIPLOMA REQUIREMENTS FOR MATHEMATICS

REGENTS DIPLOMA				REGENTS DIPLOMA WITH ADVANCED DESIGNATION			
Students first entering Grade 9 in:	Mathematics Units of Credit	Course/ Regents examination options*	Mathematics Regents examinations	Mathematics Units of Credit	Course Options	Mathematics Regents examinations	Regents examination options*
September 2006	3	Mathematics A, Mathematics B	1	3	Mathematics A, Mathematics B	2	Mathematics A <u>and</u> Mathematics B
September 2007	3	Mathematics A, Mathematics B, ----- Integrated Algebra, Geometry, Algebra 2/Trigonometry	1	3	Mathematics A, Mathematics B ----- Integrated Algebra, Geometry, Algebra 2/Trigonometry	2 or 3	Mathematics A <u>and</u> Mathematics B or Algebra 2/Trigonometry ----- Integrated Algebra or Mathematics A <u>and</u> Geometry, <u>and</u> Algebra 2/Trigonometry
September 2008	3	Integrated Algebra, Geometry, Algebra 2/Trigonometry ----- Mathematics A**, Mathematics B**	1	3	Integrated Algebra, Geometry, Algebra 2/Trigonometry	3 or 2	Integrated Algebra or Mathematics A** <u>and</u> Geometry, <u>and</u> Algebra 2/Trigonometry ----- Mathematics A** <u>and</u> Mathematics B** or Algebra 2/Trigonometry
September 2009 and thereafter	3	Integrated Algebra, Geometry, Algebra 2/Trigonometry	1	3	Integrated Algebra, Geometry, Algebra 2/Trigonometry	3	Integrated Algebra or Mathematics A** <u>and</u> Geometry, <u>and</u> Algebra 2/Trigonometry

* All students who have completed the course of study leading to a Regents examination have the right to be admitted to the examination.

** Students may take these examinations to meet diploma requirements while they are still being administered. These examinations are being phased out (see NOTES below).

NOTES: Last administration of the Regents Examination in Mathematics A is January 2009
 Last administration of the Regents Examination in Mathematics B is June 2010
 First administration of the Regents Examination in Integrated Algebra is June 2008
 First administration of the Regents Examination in Geometry is June 2009
 First administration of the Regents Examination in Algebra 2 and Trigonometry is June 2010




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May 2011

To: District Superintendents
Superintendents of Public Schools
Superintendents of State-Operated and State-Supported Schools
Superintendents of Special Act School Districts
Principals of Public, Nonpublic and Charter Schools
New York City Department of Education
Impartial Hearing Officers
Special Education Parent Centers
Regional Special Education Technical Assistance Support Centers
Commissioner's Advisory Panel for Special Education Services
Organizations, Parents and Individuals Concerned with Special Education

From: James P. DeLorenzo 

Subject: Local Diploma Safety Net Options for Students with Disabilities who Enter Grade 9 in September 2011 and Thereafter

The purpose of this memorandum is to remind school districts of the upcoming change in the local diploma options for students with disabilities and ask school personnel to ensure that the State's policy on safety net diploma options is clear to parents of students with disabilities. To ensure dissemination to appropriate individuals within a school district, I ask Superintendents to please share this memorandum with individuals such as Directors of Special Education, School Psychologists, Committee on Special Education Chairpersons, Guidance Counselors and Directors of Pupil Personnel and Parent Teacher Associations.

Regents Competency Test (RCT) Safety Net Option

The option for a student with a disability to graduate with a local diploma based on passing one or more RCTs is available only to students with disabilities who first entered grade 9 prior to the September 2011-12 school year. The RCT safety net will remain available to those eligible students until they graduate with a regular diploma (Regents or local diploma) or until the end of the school year in which they turn 21, whichever shall occur first. Conversely, the option to take the RCTs will not be available for any student entering grade 9 beginning in September 2011 and thereafter.

A student's grade level is based on the grade the student was enrolled in during the school year (September to June) prior to September 2011. Students with disabilities in

grade 8 during the 2010-11 school year (September – June) who are entering grade 9 in September, but who will be attending summer school or receiving extended school year/12-month special education services in July and August of 2011, will not be eligible for the RCT safety net.

55-64 Regents Examination Pass Score Option for Students with Disabilities

While the RCT safety net ends with the class of students that entered grade 9 during the 2010-11 school year, the local diploma option remains available to all students with disabilities provided they earn a score of 55-64 on one or more required Regents examinations. There is currently no regulatory sunset date for this graduation Safety Net option for students with disabilities.

Appeal of Regents Examination Score Option

School districts must provide unlimited opportunities for all students (students with and without disabilities) to retake required Regents examinations to improve their scores so that the student may graduate with a Regents diploma. A student with or without a disability who fails, after at least two attempts, to attain a score of 65 or above on a required Regents examination for graduation must be given an opportunity to appeal such score in accordance with the provisions of section 100.5(d)(7)(i) of the Regulations of the Commissioner of Education. No student may appeal his or her score on more than two of the five required Regents examinations. A student whose appeal is accepted for one required Regents examination, and who has attained a passing score of 65 or above on each of the four remaining required Regents examinations, earns a Regents diploma. A student whose appeal is accepted for two required Regents examinations, and who has attained a passing score of 65 or above on each of the three remaining required Regents examinations, earns a local diploma.

For additional information regarding graduation requirements, including the local diploma option and the appeals process, please refer to section 100.5 of the Regulations of the Commissioner of Education, available at <http://www.p12.nysed.gov/part100/pages/1005.html>.

Questions regarding this memorandum may be directed to the Special Education Policy Unit at 518-473-2878 or to the Special Education Quality Assurance Office in your region:

Central Regional Office - (315) 476-5081
Eastern Regional Office - (518) 486-6366
Hudson Valley Regional Office - (518) 473-1185
Long Island Regional Office - (631) 884-8530
New York City Regional Office - (718) 722-4544
Western Regional Office - (585) 344-2002
Nondistrict Unit - (518) 473-1185

Report Card Grading Information

(This applies to students in grades 7 – 12: Transition, Adjustment, Pinefield, 8:1:1 – non mainstreamed courses only)

Grading

1. **For the first quarter only:** If a student fails the quarter with any grade below 60, please give him a “circle 60”.
2. For the second, third and fourth quarters, if a student earns between a 50 and 59, please give him the actual grade earned. If he scores below a 50, please give him a “circle 50”.

Calculating Final Averages

Final averages are calculated by adding each quarter and the final exam together. Divide the total by 5. This gives 20% weight to all quarters and the final. Although mid-term exams are noted on the report card, they do not factor into the final. The impact of the midterm should be reflected in the 2nd quarter grade if you want it to carry weight in the final average.

Changing placements (or returning to district)


If students change placements (within BOCES programs) during the year, PLEASE be sure that the receiving teacher gets your copy of the report card with the hard back. In addition, please give the receiving teacher the grades in each course at the time the student leaves you. If a student returns to district or leaves mid-quarter, please give Steve that student’s report card and a copy of the grades in each course at exit.



ASSISTANT COMMISSIONER
Office of Assessment Policy, Development and Administration

March 2011

TO: District Superintendents
Superintendents of Schools
Special Education Directors
Chairpersons of Committees on Special Education
Project Managers for the Level I Data Repositories

FROM: David Abrams 

SUBJECT: Age Ranges for Students with Disabilities Participating in the 2011-12
New York State Alternate Assessment (NYSAA)

NYSAA is a datafolio assessment that measures the progress of students with severe disabilities in achieving the learning standards through alternate grade level indicators. All students in the following age ranges who are eligible to take the NYSAA must be tested in 2011-12. Students with disabilities participating in the NYSAA are assessed according to chronological ages aligned with grade levels as indicated below. Students should be tested only once at each grade and in all the content areas indicated for each grade.

Please contact Cynthia Wilson at 518-474-5900 if you have any questions regarding the age ranges for students participating in the NYSAA.

Age Ranges for Testing on NYSAA in 2011–12		
Assessment	Birth Date	Student's Age Between September 1, 2011 and August 31, 2012
Grade 3 ELA & Math	September 1, 2002—August 31, 2003	9
Grade 4 ELA, Math, and Science	September 1, 2001—August 31, 2002	10
Grade 5 ELA and Math	September 1, 2000—August 31, 2001	11
Grade 6 ELA and Math	September 1, 1999—August 31, 2000	12
Grade 7 ELA and Math	September 1, 1998—August 31, 1999	13
Grade 8 ELA, Math, and Science	September 1, 1997—August 31, 1998	14
Secondary-Level ELA, Math, Science, and Social Studies	September 1, 1993—August 31, 1994	18*

*Note: NYSAA-eligible students who do not meet the age criteria above and will be leaving school before they reach their eighteenth birthday must take the secondary-level NYSAA before they leave school (i.e., when they are 17 years old). NYSAA-eligible students with a birth date prior to September 1, 1993 who have not been assessed at the secondary-level must be assessed in 2011-12 before they leave school.



August 22, 2011

Dear Superintendent:

The 2011-2012 school year Elementary- and Intermediate-level testing schedule can be found at: <http://www.p12.nysed.gov/apda/schedules/>.

There are a few changes this year. First, the Grades 3-8 ELA and Mathematics assessments will now be given in April rather than May. I recognize this places increased stress on teachers and students and creates some scheduling difficulties, but it's a necessary adjustment. As we move toward the new teacher evaluation system, the timing of the assessment results becomes increasingly more important. In order to ensure results are available in time for teacher evaluations to be completed, we must have the assessments completed, graded and the results distributed by June 15. That deadline necessitates the exams be administered in April. Again, I apologize for any inconvenience this may cause.

The second significant change this year is the implementation of uniform testing dates for these assessments. Adopting uniform testing dates helps provide an additional layer of protection and security and help ensure the integrity of the exams and, by extension, the results. I recently initiated a review of exam integrity. Establishing uniform testing dates is an important step toward ensuring that testing scandals that have arisen in other states are not repeated in New York. Tainted testing only damages the very students we're trying to educate.

We face many challenges in our schools. Fewer resources and higher expectations are placing increased demands on every administrator and educator in the State. As we move forward to implement the Regents' reforms, the education debate has, at times, reached a fevered pitch.

There is value in that debate. But as we move forward, our students need every ounce of commitment to help them build a better future. The debate over reform should not detract from that commitment.

May I offer you my best wishes for a safe and successful school year for every one of the students entrusted to your care. If you have any questions or concerns about the assessment schedule or any other issue, please do not hesitate to contact me.

Sincerely,


John B. King
Commissioner



Assistant Commissioner
Office of Assessment Policy, Development and Administration

August 26, 2011

TO: District Superintendents
Superintendents of Public and Nonpublic Schools,
Principals of Public, Charter, and Nonpublic Schools

FROM: David Abrams *David Abrams*

SUBJECT: 2011–12 Elementary- and Intermediate-level Testing Schedule

2011–12 School Year

This schedule supersedes the previously released schedule.

Test	Administration Dates	Make-up Dates	Scoring Dates	Final Dates to Submit Answer Sheets to Scanning Centers
NYS Alternate Assessment (NYSAA)	Monday, October 3 – Friday, February 10	Make-ups must be given within the testing window	Monday, March 12 – Thursday, May 3	Thursday, May 3
NYSESLAT: Speaking	Wednesday, April 18 – Friday, May 18	Make-ups must be given within the testing window	Speaking is scored as it is administered.	Thursday, May 31
Grades 3–8 English Language Arts	Tuesday, April 17 – Wednesday, April 18*	Thursday, April 19 – Friday, April 20	Friday, April 20 – Monday, April 30	Monday, April 30
Grades 3–8 Mathematics	Monday, April 23 – Tuesday, April 24*	Wednesday, April 25 – Thursday, April 26	Thursday, April 26 – Friday, May 4	Friday, May 4
NYSESLAT: Listening, Reading, Writing	Monday, May 7– Friday, May 18	Make-ups must be given within the testing window	Monday, May 21 – Thursday, May 31	Thursday, May 31
Grade 4 Science Performance Test	Wednesday, May 23 – Friday, June 1	Make-ups must be given within the testing window	Scoring may start immediately following administration	Thursday, June 14
Grade 8 Science Performance Test	Wednesday, May 23 – Friday, June 1	Make-ups must be given within the testing window	Scoring may start immediately following administration	Thursday, June 14
Grade 4 Science Written	Monday, June 4	Tuesday, June 5 – Wednesday, June 6	Following administration, but no later than Thursday, June 14	Thursday, June 14
Grade 8 Science Written	Monday, June 4	Tuesday, June 5 – Wednesday, June 6	Following administration, but no later than Thursday, June 14	Thursday, June 14

*The 2012 Grades 3-8 English Language Arts Tests are comprised of four books per grade and will be administered in two days. On Tuesday, April 17, Books 1 and 2 will be administered and on Wednesday, April 18, Books 3 and 4 will be administered. The 2012 Grades 3-8 Mathematics Tests are comprised of three books per grade and will also be administered over two days. On Monday, April 23, Books 1 and 2 will be administered and on Tuesday, April 24, Book 3 will be administered.

Make-up dates are for students who are absent during the designated administration times. Testing must be completed no later than the last day of the make-up period.

Schools may stagger the administration of tests during the testing day to alleviate space problems and to assist students with testing accommodations. Some examples include:

K–5 Building: Grades 3/4 in a.m. and Grade 5 in p.m.

K–6 Building: Grades 3/4 in a.m. and Grades 5/6 in p.m.

K–8 Building: Grades 3/4 8–10 a.m.

Grades 5/6 10 a.m.–12 p.m.

Grades 7/8 12:30–2:30 p.m.

NOTE: An effort has been made to avoid scheduling the administration of State exams on days of religious holidays. Make-up dates are provided so that students who miss the initial test dates due to a religious holiday may still participate in these tests.

Changes in Allowable Testing Accommodations on Elementary and Intermediate-Level Tests, Effective September 2002

This memorandum provides specific information on testing accommodations for students with disabilities when taking New York State elementary and intermediate-level tests. The changes described in this memorandum apply only to elementary and intermediate-level tests in English language arts (ELA) and mathematics and become effective beginning with the 2002-2003 school year. These changes do not apply to elementary and intermediate-level assessments in other subjects or to any of the secondary-level tests.

Currently, the Department permits the following testing accommodations on the State's elementary and intermediate assessments in English language arts and mathematics:

1. Oral reading or signing of reading passages (not listening selections), multiple choice questions, and/or extended response items;
2. Use of a calculator or abacus on mathematics tests measuring calculation skills such as addition, subtraction, multiplication, or division;
3. Use of a spell/grammar checking device on tests measuring spelling and/or grammar; and
4. Deletion of spelling, paragraphing and/or punctuation requirements on tests assessing spelling and/or grammar.

Use of these testing accommodations on certain sections of these tests changes the construct of the test and yield inaccurate scores. As a result, the student may be denied appropriate and needed supports such as Academic Intervention Services. Additionally, testing accommodations that change constructs yield scores that do not provide teachers with valid information upon which to guide instruction.

As a result, effective September 2002 and thereafter, testing accommodations that alter the measurement of a construct will no longer be permitted on elementary and intermediate-level State assessments. Analysis of the constructs underlying the existing elementary and intermediate-level State tests indicates that for many of the tests no changes are needed. However, for the elementary and intermediate-level State tests in ELA and mathematics, it will be necessary to make some changes in the accommodations permitted. A description of these changes with respect to each of the tests is provided below.

Grades 4 & 8 ELA

Reading

1. All directions/items/questions within the Grade 4 ELA Session 2, Part 1 and Grade 8 ELA Session 1, Part 2: Listening part of the test (including the listening selection) may be read aloud to the student.
2. All directions, instructions/items/questions within Session 2, Part 2: Writing may be read aloud to the student.
3. No other parts of the student test books may be read to students.

Writing

1. Students may not use spell-checking and/or grammar-checking devices on any parts of the ELA test. (Spelling and grammar are not assessed on multiple choice or short answer items. Spelling and grammar are only assessed on extended writing items such as those found within the Grade 4 ELA Session 2: Part 1; Session 2: Part 2; or Session 3; or in the Grade 8 ELA Session 1: Part 2; Session 2: Part 1; or Session 2: Part 2.)
2. Students may not have requirements for spelling, paragraphing and/or punctuation (writing mechanics) waived for the extended writing items found within the Grade 4 ELA Session 2: Part 1; Session 2: Part 2; or Session 3; or in the Grade 8 ELA Session 1: Part 2; Session 2: Part 1; or Session 2: Part 2. (Other parts of the test do not assess writing mechanics.)

Grades 4 & 8 Mathematics

Grade 4 Mathematics

Because this test measures students' proficiencies involving basic calculations, the use of calculators will not be allowed for all students.

Grade 8 Mathematics

Because Book 1 of this test assesses proficiencies involving basic calculations, the use of calculators for this section of the test will not be allowed for any students. The use of calculators will continue to be permitted on Book 2 of the test for all students.

Grade 4 Elementary Level Science Test; Grade 8 Intermediate Level Science Test; Grade 5 Social Studies Test; and Social Studies and Intermediate Level Technology Education Tests

There will be no changes in the accommodations permitted for any of these tests. These tests do not assess reading or writing mechanics. Therefore, the entire test must be read aloud to students with disabilities whose Individualized Education Program (IEP) or Section 504 Accommodation Plan (504 Plan) requires this accommodation. Additionally, spell checking and grammar-checking devices must be provided for students with disabilities and students should not be penalized for spelling, grammar and/or punctuation requirements if the IEP or 504 Plan requires these accommodations.

These tests do not assess calculation skills. The use of calculators will continue to be allowed on the Grade 4 and 8 Science and Technology Education tests for all students. Students with disabilities will continue to be allowed to use calculators, if so indicated in the IEP or 504 Plan, when taking the elementary and intermediate-level assessments in social studies.

For more information on determining the skills and knowledge measured on specific tests, refer to the test blueprints (usually in the test sampler information). These are available on the Office of State Assessment webpage: <http://www.emsc.nysed.gov/ciai/home.html>. Questions regarding information in this memorandum may be directed to the State Assessment Office at (518) 474-5099 or the Special Education Policy Development Unit at (518) 473-2878.

NOTE: The above changes will not be implemented until the 2002-2003 school year in order to allow Committees on Special Education sufficient time to amend students' Individualized Education Programs as appropriate. These changes will result in greater consistency across the State, and school districts and nonpublic schools will also have valid and reliable results from elementary/intermediate examinations for evaluation of the progress of students with disabilities in meeting the learning standards.

A Timely Reminder

Changes in Allowable Testing Accommodations On Elementary and Intermediate-Level Tests¹ – 2002-2003

ELA 8	
Allowed	Not Allowed
<p>Any accommodations that do not change the construct of the test, for example:</p> <ul style="list-style-type: none"> • Extended time • Separate location • Revised test format 	<p>Oral reading or signing of</p> <ul style="list-style-type: none"> • Reading passages(not listening selections) • Multiple choice questions • Extended response items
<p><i>Session 1, Part 2: Listening</i></p> <p>Reading aloud of all</p> <ul style="list-style-type: none"> • Directions • Items • Questions <p>(including the listening selection).</p>	<p>Use of spell-checking and/or grammar-checking devices on any part of the ELA.</p>
<p><i>Session 2, Part 2: Writing</i></p> <p>Reading aloud of all</p> <ul style="list-style-type: none"> • Directions • Instructions • Items • Questions 	<p>Waiving of requirements for²</p> <ul style="list-style-type: none"> • Spelling • Paragraphing • Punctuation <p>for extended writing items, found in <i>Session 1, Part 2</i> <i>Session 2, Part 1</i> <i>Session 2, Part 2</i></p>

Math 8	
Allowed	Not Allowed
<p>Use of calculators for Book 2 of test.</p>	<p>Use of Calculators for Book 1 of test, Including</p> <ul style="list-style-type: none"> • Grids • Abacus
<p>Any accommodations that do not change the construct of the test, for example:</p> <ul style="list-style-type: none"> • Extended time • Separate location • Revised test format 	

¹ These changes to accommodations do not apply to elementary & intermediate-level assessments in other subjects or to any of the secondary-level tests.

² When the IEP allows a scribe to be used, the student must provide the scribe with the spelling of words, paragraphing, and punctuation on the extended writing items: *Session 1, Part 2; Session 2, Part 1; & Session 2, Part 2.*



David Abrams, Assistant Commissioner
Office of Standards, Assessment and Reporting

June 2010

TO: District Superintendents
Superintendents of Schools
Commissioner's Advisory Council on Nonpublic Schools

FROM: David Abrams *David Abrams*

SUBJECT: Regents Examination Dates for January, June and August 2011-2013

Provided here are the **final** dates for the January, June and August Regents examination periods for 2011 and 2012 administrations, along with the **tentative** dates for the 2013 administration. Having this information now will enable schools to establish their calendars and facilitate planning and arrangements for important events such as staff development activities, class trips, and commencement exercises.

The final dates provided below are the same as those specified in the draft proposal of examination dates distributed for comment last November. In each June examination period, the last date indicated is the Rating Day. No examinations will be scheduled on this day. In addition, there will only be a morning examination session on the next-to-the-last day of each June examination period. In each January examination period, there will be only a morning session on the last day. In each August examination period there will be only a morning session on the second day.

Our primary consideration is to make these examination periods as conducive to student achievement as possible. We believe that the testing dates presented here will enable us to provide examination schedules that are equitable for all students and that minimize conflicts for students with disabilities and English language learners.

	FINAL		TENTATIVE
	2011	2012	2013
JANUARY*	Tuesday, January 25 <i>through</i> Friday, January 28	Tuesday, January 24 <i>through</i> Friday, January 27	Tuesday, January 22 <i>through</i> Friday, January 25
JUNE	Wednesday, June 15 <i>through</i> Friday, June 24	Wednesday, June 13 <i>through</i> Friday, June 22	Wednesday, June 12 <i>through</i> Friday, June 21
AUGUST	Wednesday, August 17 <i>through</i> Thursday, August 18	Thursday, August 16 <i>through</i> Friday, August 17	Tuesday, August 13 <i>through</i> Wednesday, August 14

* It is possible that the January examination period may be discontinued pending a decision by the Board of Regents. No decision has been made at this time.

Regents Week Times

A.M Session

**Must stay until
10:00**

P.M. Session

Must stay until 2:00

REGENTS WEEK PROCEDURES

- All tests must be picked up from Steve in the Guidance Office at the Center.
- Morning tests can be picked up at 7:00 A.M.
Afternoon Tests can be picked up at 10:30.
- Exam keys will be released for each test after the statewide admissions deadline.
- Morning session: students may not be admitted after 10:00 A.M. Students must stay until 10 A.M.
Afternoon session, students may not be admitted after 2:00 P.M. Students must stay until 2:00 P.M.
All students must be under the direct supervision of the proctor until they leave the session. Students may not return to the session once they leave (unless they have been under the direct supervision of a proctor or other staff member).
- You must score all your exams. If the final score requires a conversion chart, please be sure you do that prior to handing your results in. If the conversion chart is not provided with the answer key, it can be found on the web. The web address will be found on the answer key.
- Return all tests to Steve in the guidance office. Please be sure that the final score is clearly marked on each test.

Transition Information



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TRANSITION PLANNING TIMELINE

From an individual student perspective, the following is a series of events that may need to be considered during the student's transition from school to adult life. All items will not be applicable to all students. The list is provided to serve as an optional planning tool.

Action	Suggested Age Range
Administer initial vocational assessment	12
Complete periodic vocational evaluations.	12 - 21
Develop a career plan.	12 - 21 (any age)
Participate in strength based person centered planning.	12 - 21 (any age)
Develop skills in self-determination and self advocacy.	12 - 21
Notify parents that transition services will be incorporated into the IEP beginning at age 14.	13 (or younger if appropriate)
Introduce and discuss transition services.	14 (or younger if appropriate)
Assure that copies of work-related documents are available:	14 - 17
<ul style="list-style-type: none"> ● Social Security card ● Birth certificate ● Working papers (if appropriate) ● Obtain personal ID card 	
Obtain parental consent so that the appropriate adult agency representative can be involved.	14 - 21

Develop post-school outcomes with the student	14 - 21
Develop transition component of IEP and annually thereafter review and update.	14 - 21
Explore community leisure activities.	12 - 21
Consider summer employment/volunteer experience.	15 - 20
Consider the need for residential/ housing opportunities, including completing applications, as appropriate.	14 - 21
Visit supportive community agencies and organizations.	14 - 21
Develop transportation/mobility strategies such as:	16 - 21
<ul style="list-style-type: none"> ● independent travel skills training ● public or paratransit transportation ● need for travel attendant ● obtain a driver's license 	
Consider guardianship or age of majority issues.	16-18
Involve VESID/CBVH, as appropriate, within two years of school exit.	16-21
Investigate post-school opportunities (further educational/ vocational training, college, military, etc.).	16-18
Apply for college and other educational training programs.	17-21
Investigate SSDI/SSI/Medicaid programs.	16-18

Reapply for SSI, as appropriate.	18
Investigate work incentives	18
Review health insurance coverage: inform insurance company of son's/daughter's disability and investigate rider of continued eligibility.	18
Male students register for the draft. (No exceptions)	18
Register to vote.	18

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Guidance Forms for Transition Services

**VESID Referral Form
HIPAA Release Form**

Authorization to Release / Obtain Information

(Please read instructions on page two before completing this form.)

VES-22 (09/03)

CONSUMER NAME	CONSUMER ID NUMBER
CONSUMER ADDRESS <i>[include street (apartment number or building, if applicable), city, state, zip]</i>	
<p>The Office of Vocational and Educational Services for Individuals with Disabilities (VESID) has <i>my</i> permission to release or obtain information indicated in item #1 below. This information may include reports about <i>my</i> physical or mental condition, school records, facts necessary to determine <i>my financial need, or other information that VESID needs to determine my</i> eligibility and to provide vocational rehabilitation services. I understand that this information will be treated as confidential and privileged and will only be used for the purpose of obtaining services offered through VESID.</p> <p>I can change my mind about this release, by telling VESID in writing that I do not want any further information to be given out. I understand that information disclosed according to this consent may be subject to redisclosure and will no longer be subject to the HIPPA privacy requirements. This will not affect actions already taken with <i>my</i> permission.</p> <p>My permission to release or obtain information expires on date _____ or no later than one year from the date of signature, whichever is sooner.</p>	
<p>1. What information is to be released or obtained? <i>(Be specific.)</i></p> <p style="text-align: center;">Transcripts, Vocational Assessment, Psychological, Psychiatric (if available), IEP, Health Record, Social History, PT/OT/Speech Record</p>	
<p>2. Who is releasing this information? <i>(Insert the full name of this person or organization.)</i></p> <p style="text-align: center;">Oneida County BOCES Special Education Department</p>	
<p>3. Who is receiving this information? <i>(Insert complete information about this person.)</i></p> <p><i>Name:</i> Ann Colgan; Joanne Donaruma <i>Title:</i> VESID Counselor; ARC Supported Employment Director <i>Address:</i> Genesee St. State Office Building, Utica, NY 13501; 245 Genesee St., Utica, NY 13502</p>	
<p>4. Why is this information needed?</p> <p style="text-align: center;">To facilitate the implementation of Transition planning and delivery of services.</p>	

I have read all of the information on this form. I understand and agree to what it says.

Consumer or Parent/Guardian Signature: _____ *Date:* _____

This release meets all requirements of Title 45 section 164.508 of the Code of Federal Regulations, which implements HIPPA; Title 34 Part 99 of the Code of Federal Regulations, which implements the Family Education Rights and Privacy Act; and Title 42 Part 2 of the Code of Federal Regulations governing the confidentiality of alcohol and drug abuse records. Form VES-540, *Prohibition on Redisclosure of Information Concerning Individuals with a Disability of Alcoholism or Substance Abuse*, must be attached to this form when necessary.

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity, Ethics and Access, Room 130, Education Building, Albany, NY 12234

Computer Information

1. **General**
2. **Success Maker &
Nova Net**
3. **Websites for
Resources**

GENERAL COMPUTER INFORMATION - HOW TO'S

1. If you need a new computer or printer, please check first with your supervisor. If they agree and have money in the budget, **send an email to:** ldoring@oneida-boces.org. Please do not leave a voice mail or stop me in the hall.
2. If you have a problem with your computer (crashing, won't boot, etc.) YOU MUST USE THE TROUBLE TICKET SYSTEM. The address is: <http://ticket.ohmboces.oneida-boces.org> Please do not call the guidance office or IT. USE THE TROUBLE TICKET SYSTEM if your computer is down, go to any computer and use the system. You don't have to be on your computer to do it!!!!
3. If you have a problem running curriculum software (Nova Net, Success Maker), please contact Anita Becker: anbecker@oneida-boces.org Please use EMAIL!!!!
4. If you need to order computer supplies, you MUST do that yourself. Please do not contact the guidance office for ink, etc.
5. If you are looking for instructional software, please check the Model Schools site: www.modelschools.org When you see the Model Schools page, there is another link on the left side: CLO - Software. This is an excellent resource. You must order software yourself, not through the guidance office.
6. A reminder: You and your students **MUST** use your own Internet account in school - never log in under someone else's name. Keep your password secure. You are responsible for all use under your password. Staff will have email, students will not. Staff accounts (Center Based and any outside requesting web-based email): get a pink form from Carol Branner in the main office, fill it out and hand it into Lyn Doring in the Guidance office. Student accounts on the Special Ed Campus - please email Lyn with the student's name. She will set up their account. All student account passwords will be their last name. If you are housed in a district, you must contact your district SYSOP or network administrator in order to be placed on the district system.
7. A quick "how to" hint: You can put a shortcut to an Internet page (e.g. guidance website, trouble ticket page) right on your desktop. Here's how:
 1. Get to the site.
 2. With the page open, RIGHT CLICK your mouse.
 3. From the drop-down menu that opens, choose "create shortcut."
 4. Hit enter to accept.

A shortcut will be placed on your desktop. The next time you want to go there, just double click on the shortcut, No navigating! STRONGLY URGE you place a shortcut to The trouble ticket and to the guidance website on your desktop. It will make your life easier!

Directions For Launching Successmaker Enterprise

All of our licenses are solo licenses. This means that the program is installed on the individual hard drive of each computer. Therefore, the student must always work on the **SAME COMPUTER**. I strongly suggest that you enroll your students on **ONLY ONE COMPUTER** so that there is no mix up. Even though your computers are networked, the student data for this program goes on the hard drive (C:) of the computer.

Now for the "tricky, glitchy" part. (Of course it couldn't be simple!)

You will find that if you are not the first person in your building to launch the database, you will get a message that a database with that name is already running. However, you do have to launch on EACH COMPUTER. It is not really running. You have to trick the computer if you get this message. In order to do this, do the following steps:

1. **Do not turn off your computer or log out!**
2. Unplug the network line from the back of your computer (not the wall!) This line has a little clip on the end like a phone clip.
3. Launch the database
4. Once the database is running and you can see it in your lower right task bar, then **plug our network line back into our computer.**
5. Launch the program.

As long as you don't turn off your computer, you should only have to go through that performance for launching the database once when you first turn on your computer. You do not need to launch the database every time you launch the program. The database keeps running even if you close the actual program.

Suggested Websites for Great Resources

Topic	Address
Copies of Regents Exams	http://www.nysl.nysed.gov/regentsexams.htm
Career Zone (Kids Portfolios)	http://www.nycareerzone.org
Regents Exam Prep Site for Students	http://regentsprep.org
Model Schools - Excellent for Curriculum and Software Resources	http://www.modelschools.org
Occupational Outlook Handbook Online	http://www.bls.gov/oco/
Curriculum, Assessment and Instruction	http://www.emsc.nysed.gov/ciai/home.html
NYS Special Ed Publications	http://www.vesid.nysed.gov/specialed/publications/home.html
Alternate Assessment Home Page	http://www.vesid.nysed.gov/specialed/alterassessment/home.html
Transition Planning Resources	http://www.ncset.org/topics/ieptransition/