

Extended (12-month) School Year Services:

A student may be recommended for Extended School Year (ESY) services if necessary to prevent substantial regression over the summer. As per NYSED guidance: "A student is eligible for a 12-month service or program when the period of review or reteaching required to recoup the skill or knowledge level attained by the end of the prior school year is beyond the time ordinarily reserved for that purpose at the beginning of the school year. The typical period of review or reteaching ranges between 20 and 40 school days. As a guideline for determining eligibility for an extended school year program, a review period of eight weeks or more would indicate that substantial regression has occurred."

Students should be considered for ESY if they are:

- students whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention and who are placed in special classes;
- students with severe multiple disabilities, whose programs consist primarily of habilitation and treatment and are placed in special classes;
- students who are recommended for home and/or hospital instruction whose special education needs are determined to be highly intensive and require a high degree of individualized attention and intervention
- students whose needs are so severe that they can be met only in a seven-day residential program; or
- students receiving other special education services who, because of their disabilities, exhibit the need for twelve-month special service and/or program provided in a structured learning environment of up to 12 months duration in order to prevent substantial regression.

In developing ESY special education program and related service recommendations, CSE should consider that the intensity of service provided during the 10-month school year might not be necessary to achieve the ESY goal of preventing substantial regression. ESY programs or services may be provided in a setting that differs from the one the student attends during the school year, provided that the CSE determines that the setting is appropriate for the student to benefit from the special education services and to meet his/her IEP goals. A student who is at risk of substantial regression only in a particular area may be recommended for services that will address only that area.

When addition of ESY will be considered at a student's annual review, it is recommended that **the CSE meeting should be scheduled no later than the last week of May** to allow sufficient

time for summer planning for and to facilitate timely planning for ESY placement and transportation. A regression statement completed by a teacher or service provider is mandatory for consideration of ESY services.

Procedures for Students Leaving the School System

Transition out of High School

For students with IEPs, "Transition" means planning for adulthood. The IEP should reflect transition planning no later than during the year in which the student will turn 15. It should continue every year until a student either:

- Graduates, or
- Turns 21 years of age

Transitioning focuses on improving students':

- Academic achievement
- Community experiences
- Functional achievement

And it involves preparing students for further education, employment, and/or independent living. It is a student-centered process. That means that it addresses the unique strengths, needs, and preferences of each student.

The Plan

Transition plans need to support the students' goals for adult life. These can include:

- College
- Vocational education
- Integrated employment and/or supported employment
- Continuing and adult education
- Adult services
- Independent living
- Community participation

The CSE will discuss transition at this IEP meeting and at every annual review thereafter. Students must be invited to the IEP meeting when transition services may be discussed. The IEP that goes into effect during the school year in which your child turns 15 must include transition services.

You and your child should think about what their goals are for after they leave high school.

Post-secondary goals can be in the areas of:

- Education/training
- Employment
- Independent living (as appropriate)

During the IEP meeting, the CSE will consider input from you and your child. The Measurable Post-Secondary Goals will be included on the IEP.

Coordinated Set of Transition Activities

The CSE will also discuss the set of activities, services, and supports that will assist your child's movement from school to post-school activities. These include the services that will support both:

- Your child's achievement of their post-secondary goals, and
- Their movement from school to post-school settings.

This set of activities will be based on your child's individual needs, taking into account their strengths, preferences, and interests. They may include:

- Instruction;
- Related services;
- Community experiences;
- The development of employment goals and other post-school adult living objectives; and
- The development of daily living skills, where appropriate.

The Coordinated Set of Transition Activities will also note who is responsible for providing these services.

Graduation or Reaching Age 21

Students with IEPs may attend school until they graduate or until the end of the school year in which they turn 21. During your child's final year of high school, you should receive an exit summary. The exit summary will include information about your child's:

- Strengths (Physical and Academic)
- Needs (Physical and Academic)

Recommendations are made on how to assist your child in meeting their post-secondary goals.

These recommendations may be in the areas of:

- Education/Training
- Employment
- Independent Living Skills
- Understanding the impact of your child's disability; and/or
- Communicating your child's strengths and needs, including supports that would be helpful in post-school life.

Credentials and Graduation Pathways

All students are encouraged to work toward the highest diploma option available.

Graduation Requirements

The following graduation options are available to students with disabilities exiting Hastings High School:

- Advanced Regents diploma (Ending 2022)
- Regents diploma
- Local diploma
- Non diploma credentials

Please see the following link for a detailed description of diploma options.

For more information about New York State's diploma options please follow this link:

<http://www.p12.nysed.gov/specialed/gradrequirements/documents/safety-net-options-students-disabilities-graduation-local-diploma.pdf>

Please see the following link for non-diploma options.

<http://www.p12.nysed.gov/cte/cdlearn/cdosresourceguide.html>

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

College Considerations for Students with Disabilities

There are no IEPs in college. Students with disabilities may choose to seek the support of a college or university's disability office. If the student is found eligible, the disability office will develop an accommodation plan based on the documentation that the student provides. Colleges or universities are not required to provide modifications, which may alter the content that students are required to learn.

Please work with your Guidance Counselor to inquire in how your child's needs can be supported in a post-secondary environment.

Preparing for College

Testing Accommodations on the PSAT and SAT

The College Board oversees eligibility for accommodations on the PSAT, SAT, and Advanced Placement (AP) exams. This means that students do not automatically receive accommodations documented in the IEP.

A student or parent must submit an application to the College Board by:

- Talking to a guidance counselor about how to complete the application.

To learn more about the College Board accommodations process and download the application, please visit the [College Board web page about students with disabilities](#).

Alternative College Experiences for Students with Intellectual Disabilities

[The Higher Education Opportunity Act](#) improves access to postsecondary education for students with intellectual disabilities (ID). Alternative college experiences create opportunities for students with ID to attend and be successful in higher education. You can find information

about financial aid, Transition Post-secondary Education Programs for Students with Intellectual Disabilities (TPSID) and a [National Coordinating Center](#).

[Adult Career and Continuing Education Services-Vocational Rehabilitation \(ACCES-VR\)](#): Works with students, families and school districts to coordinate appropriate services for students with disabilities who are leaving secondary education and entering adult vocational rehabilitation, work opportunities, and/or related services.

[The New York State Office for People With Developmental Disabilities \(OPWDD\)](#): Responsible for coordinating services for New Yorkers with developmental disabilities. These include:

- intellectual disabilities
- cerebral palsy
- autism spectrum disorders,
- other neurological impairments.

There are no age limits for requesting OPWDD eligibility. However, it's important to do so when students turn 18 so that they can receive adult services.

[The Office of Mental Health \(OMH\)](#): Promotes the mental health and well-being of all New Yorkers. They also support children and families in their social and emotional development.

[New York State Commission for the Blind \(NYSCB\)](#): This service works to:

- enhance employability
- maximize independence
- assist in the development of people who are legally blind.

Students Discharged from Hospital Settings

Prior to a student with an IEP being discharged from a hospital setting the CSE will convene to develop an IEP to support the transition from the hospital setting.

In order to facilitate the transition of students with disabilities returning to the district, the releasing facility must forward all relevant information related to the student's needs to the Special Education Office prior to the student's release:

Students Entering Hastings from a New York State School District or Another State

When a student moves from another school district within New York State to Hastings within the same school year, and it has been reported that the student received special education services in the prior district of attendance, the Committee on Special Education Office must accept the eligibility determination as it was developed in accordance with New York State's Regulations, and, in consultation with the parents, provide the student with services comparable to those in the previously held IEP, until such time as the CSE adopts the previously held IEP or develops, adopts and implements a new IEP for the student.

When a student moves from another school district outside New York State to Hastings within the same school year, and it has been reported that the student received special education services in the prior district of attendance, the Committee shall, in consultation with the parents, provide the student with services comparable to those described in the previously held IEP until such time as the school districts performs an evaluation, if determined to be necessary, and develops a new IEP, if appropriate for the student. If the CSE determines the student is not eligible for special education services and ineligibility document is produced.

To facilitate the student's transition, the student's records, including the IEP, supporting documents, and any other records relating to the provision of special education services provided to the student from the previous school in which the student was enrolled must be obtained as soon as practicable.

• Pendency Placement for Students Turning Five Years of Age

When a party requests an impartial hearing or appeals an impartial hearing officer's decision to the New York State Review Officer, pendency, a "stay-put" provision, allows the student to remain in his or her "last-agreed-upon placement" until the impartial hearing process is complete, unless the parent and the CSE agree to an alternative. The last agreed upon placement is the placement that was agreed to by both the School District and the parent. During the pendency of any due process proceeding relating to the evaluation and initial placement in special education, unless the parent and the CSE agree to an alternative, the student shall not be evaluated and shall remain in the then-current educational placement (or if applying for initial admission to public school, shall

be placed in the public school general education program) until proceedings have been completed.

If student has been receiving preschool special education services through a CPSE, the student will be placed in a school age program most similar to the one he/she attended in preschool if the hearing continues beyond the start of the new school year. If the student attended a special education preschool program which also has a state-approved school age program, the student may receive services in the school-age program until the end of the Impartial Hearing process. If the child is found eligible for special education and related services as a preschool student with a disability and the parent consents to the initial provision of special education, then the school shall provide those special education and related services that are not in dispute. Students who have been classified by the Committee on Preschool Special Education for placement in a special education preschool program, but whose parents never consented to the placement, are referred to the Committee on Special Education Office for evaluation and placement during the year they turn five. If an Impartial Hearing is requested as a result of the recommendation made, the pendency placement for these students is general education kindergarten.

- Placement Procedures for Students for Whom Parents Have Withdrawn Consent for Special Education Services

Parents may elect to withdraw their consent for IEP special education services at any time after consenting to special education services. When consent is withdrawn, it is for all IEP special education and related services. Parents cannot withdraw consent for only a portion of the IEP special education and related services. The school will send the parent a Prior Written Notice regarding withdrawal of consent for special education. This notice outlines the IEP special education services the student has most recently received, and will no longer be receiving. The notice will inform the parent that the student will be treated for all purposes like any other general education student, including for disciplinary purposes, that the District will not be responsible for providing a free appropriate public education or developing a new IEP, and that the parent may make an initial referral of the student to the CSE at any time so long as the student remains eligible to attend school in the District. The notice will also indicate the general education placement that the student will attend.