



NAVIGATING NEXT STEPS FOR STUDENTS WITH DISABILITIES

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Welcome Parents and Students!

- It is great to have you here early in the process. There are a lot of options, but some can be hard to find.
- The goals for today align with EPS post-HS goal CCLR:
 - College
 - Career
 - Life Ready

College for students with I/DD

- Bellevue College: Occupational and Life Skills (OLS) Program
 - Two Cohorts of 15 students
 - 85% of graduates are employed
- WSU: Responsibility Opportunity Advocacy and Respect (ROAR)
 - Students live communally
 - Must have a 4th Grade reading level
 - Limited behavior management services
- For more information, please reach out to IEP Case manager

College for Students with Autism

- Bellevue College: Neurodiversity Navigators
 - Supports job strengths
 - Find ways to remove barriers
 - Self-advocacy

College For Students on 504s/RR IEPs

- Every College has an office of disabilities.

Differences in Policies and Procedures	
High School	College
<ul style="list-style-type: none">• The school is responsible for identifying students with disabilities	<ul style="list-style-type: none">• The student must self identify or disclose his/her disability
<ul style="list-style-type: none">• The school must provide the assessment of disability, classify disability, and involve parents	<ul style="list-style-type: none">• The student must provide documentation of his/her disability to the designated office
<ul style="list-style-type: none">• School staff will discuss academic progress with parents or legal guardians	<ul style="list-style-type: none">• The student is considered an adult with privacy and confidentiality protections. Staff cannot talk with parents or legal guardians about the student's academic progress
<ul style="list-style-type: none">• The school must develop an Individualized Educational Program	<ul style="list-style-type: none">• The student must request specific accommodations and provide supporting evidence through documentation
<ul style="list-style-type: none">• The school must provide a free and appropriate education including modified program and appropriate related services	<ul style="list-style-type: none">• The student must act as independent adults to activate and obtain accommodations and structure weekly schedules
<ul style="list-style-type: none">• The school must coordinate the provision of all services, monitor progress, and evaluate results	<ul style="list-style-type: none">• The college must provide reasonable accommodations for students who qualify

Differences in Courses

Differences in Courses	
High School	College
<ul style="list-style-type: none">• Class attendance is mandatory and monitored carefully	<ul style="list-style-type: none">• Students are expected to follow the instructors attendance policy as stated in the syllabus
<ul style="list-style-type: none">• Teachers will usually approach students who are having academic difficulties	<ul style="list-style-type: none">• Students are responsible to ask the instructor for help
<ul style="list-style-type: none">• Teachers remind students of assignment due dates	<ul style="list-style-type: none">• Students are responsible for keeping track of their projects, assignments, and tests dates
<ul style="list-style-type: none">• Teachers will provide students with missed information when they are absent	<ul style="list-style-type: none">• Students must approach their instructors for information they missed when absent
<ul style="list-style-type: none">• Teachers many times will provide extra credit assignments to help students raise their grades	<ul style="list-style-type: none">• Extra credit assignments are not usually given
<ul style="list-style-type: none">• Make up tests are usually available	<ul style="list-style-type: none">• Make up tests may not be an option
<ul style="list-style-type: none">• Teachers present information to help the student understand the textbook	<ul style="list-style-type: none">• Instructors may not follow the textbook, but lectures enhance the topic

Differences in Accommodations

Differences in Accommodations	
High School	College
<ul style="list-style-type: none">• Services include individually designed instruction, modifications, and accommodations based on the IEP	<ul style="list-style-type: none">• Reasonable accommodations may be made to provide equal access and participation
<ul style="list-style-type: none">• Modifications that change course outcomes may be offered based on the IEP	<ul style="list-style-type: none">• The college is not required to lower or effect substantial modifications to essential requirements.
<ul style="list-style-type: none">• Appropriate accommodations are determined by the student's Individualized Educational Plan (IEP)	<ul style="list-style-type: none">• Appropriate accommodations must be determined based on the student's disability documentation, and individual need

Differences in Parent's Role

Differences in Parent's or Legal Guardian's Role	
High School	College
<ul style="list-style-type: none">• Legal guidance is provided by IDEA	<ul style="list-style-type: none">• Legal guidance is provided by Section 504 and ADA
<ul style="list-style-type: none">• Parents must ensure that their child attends school until the age of 16	<ul style="list-style-type: none">• Parents are not required to send child to college
<ul style="list-style-type: none">• Periodic progress reports are given to parents	<ul style="list-style-type: none">• No progress reports will be given to parents
<ul style="list-style-type: none">• Teachers are free to approach parents without consent from student to discuss student's progress	<ul style="list-style-type: none">• Without a release of information signed by the student the teacher legally cannot include the parents in any part of the educational process
<ul style="list-style-type: none">• The parent is the student's legal guardian	<ul style="list-style-type: none">• In college the student is considered to be his/her own legal guardian unless there is a court order to the contrary
<ul style="list-style-type: none">• The parent is expected to advocate for the student	<ul style="list-style-type: none">• The student is expected to advocate on his/her own behalf

Career Ready!

- Students create a High School & Beyond Plan(HSBP)
- As parent/Guardians, please be aware of the HSBP
- A lot of support while in HS, but less once the student has graduated.
- **If you are not sure where to go/what to do, please talk to your school counselor!**

Department of Vocational Rehabilitation (DVR)

- DVR provides individualized vocational rehabilitation counseling and employment services and supports to people with disabilities who want to work but face substantial barriers in finding meaningful and sustained employment.
- The only questions you need to ask are:
 - Do I have a disability?
 - Does that disability impact my employment?
- Great service, but they can be limited with funding. As a result...

DVR Continued

- DVR assigns priority service categories based on the following areas:
 1. Mobility
 2. Communication
 3. Self-Care
 4. Cognition and learning (Self-Direction)
 5. Interpersonal
 6. Work Tolerance
 7. Work Skills
- They are currently only serving students who qualify in 3 or more categories

Developmental Disabilities Administration (DDA)

- Far more services than DVR, but eligibility requirements are high .
- Disability must include:

Eligible Conditions Specific to Age				
Condition	0 to 3	4 to 9	10 to 17	18 and older
Developmental Delays	X	X		
Intellectual Disability (ID)		X	X	X
Cerebral Palsy		X	X	X
Epilepsy		X	X	X
Autism		X	X	X
Another neurological or other condition similar to Intellectual Disability		X	X	X

There are Resources!

- **SAVE THE DATE!**
- **2025 Transition Fair to be held at Cascade High School on March 18, 2025 from 4:00 pm to 8:30 pm!**
- The Snohomish County Transition Resource Fair is held each year as an opportunity for self-advocates and their families to access, and become educated, on resources which will support/enable each individual to pursue their employment/career goals. This is a free, community event that welcomes individuals with disabilities (ages 12 and older), their families, caregivers, teachers, employees and other interested community members, to gain resources and become active participants in their community
- Over 50 agencies provide information on employment, advocacy, assistive technology, housing, transportation, guardianship, Social Security, leadership opportunities, trusts, and more.

Life!

- Center For Change and Transition Services is a resource!
- Figure out what you like to do.
- HS is a great place to explore.
- We have clubs and classes that fit many interests.
- **IEP case managers and school counselors are here to help with this as well!**