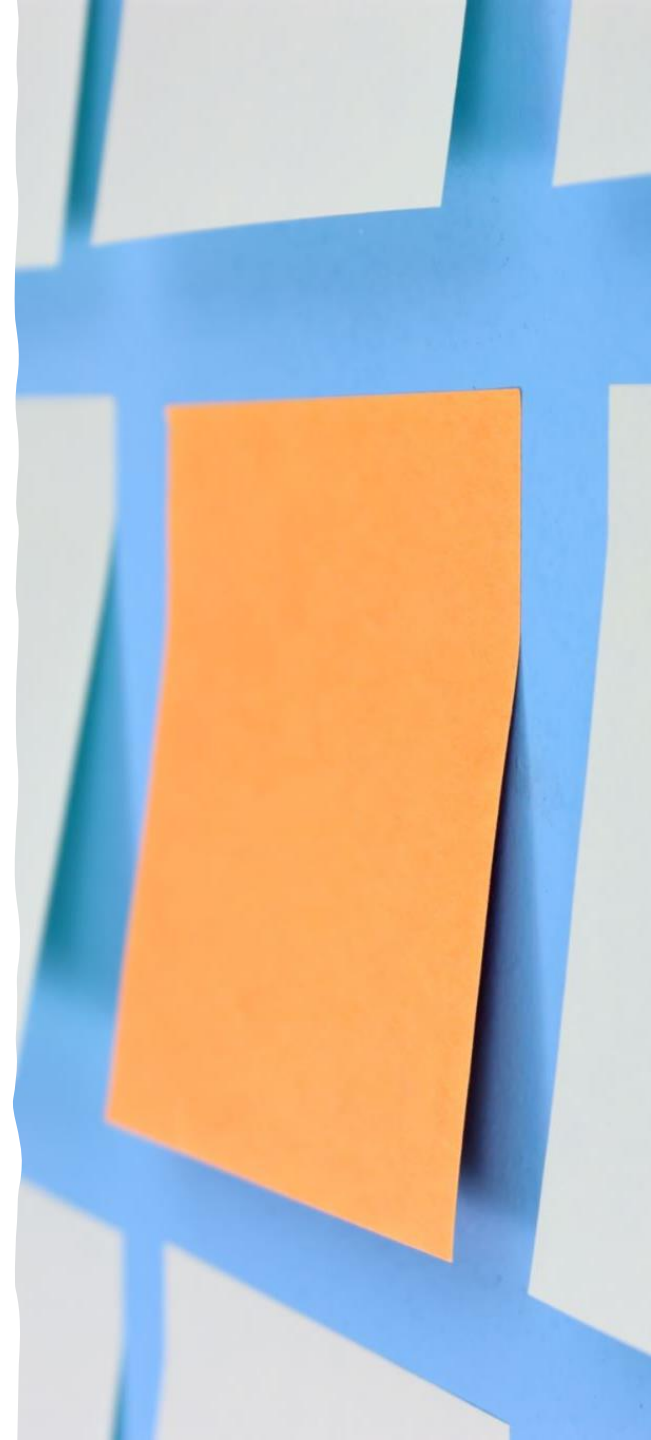


# How the IEP Process Supports the Post- Secondary Transition

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# Objectives this evening

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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

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**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

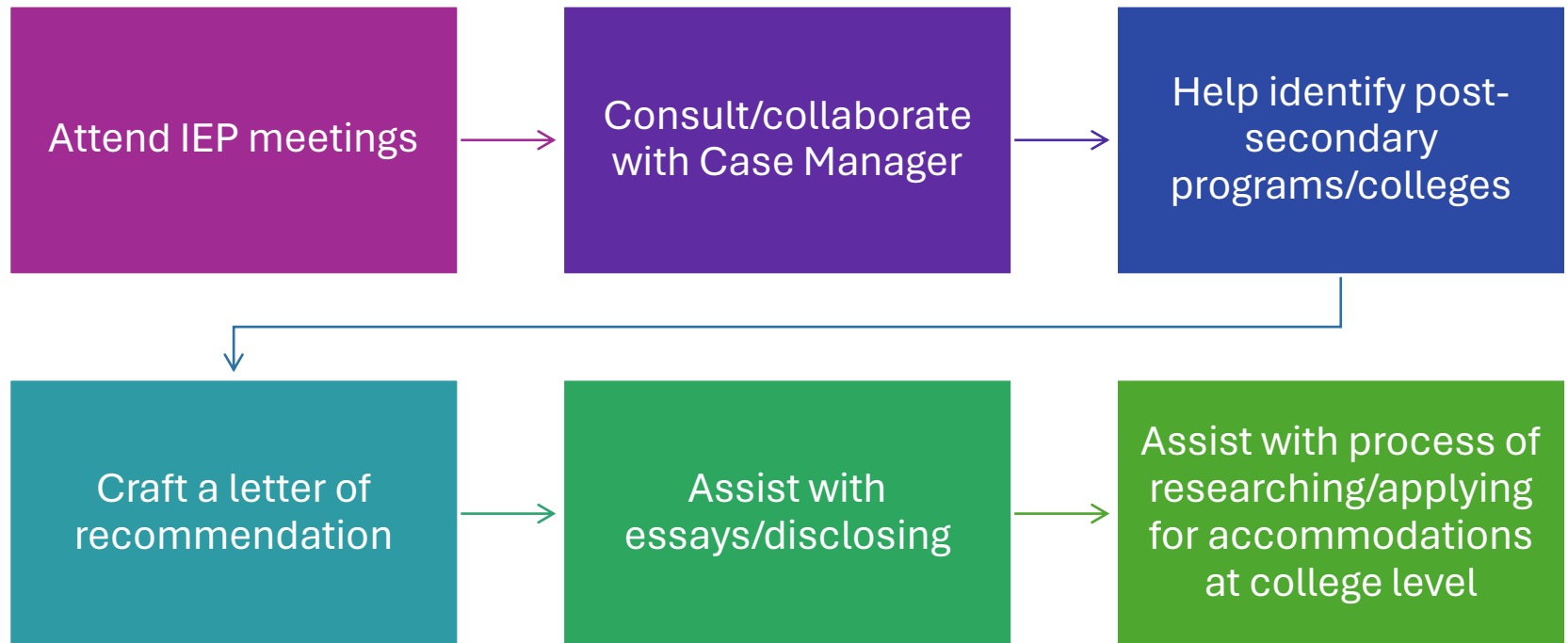
Align goals to  
Transition Plan

Preparation for  
the future

Collaboration  
with Post-High  
School  
Counseling



# PHSC Role in Supporting Students



# Post-Secondary Options and Fit

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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

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High School: IDEA  
(Individuals with  
Disabilities  
Education Act)

Postsecondary  
Environment: Section  
504 of Americans  
with Disabilities Act

# Post-Secondary Environment

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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

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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

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- 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](#)

```
graph TD; A[Choices: CHOICES website] --> B[Maia College Accessibility Staff]; B --> C[K & W Guide to Colleges]; C --> D[SMU Transition];
```

Maia  
College Accessibility  
Staff

K & W Guide to  
Colleges

[SMU Transition](#)



# Questions