

Success for All: Transitional Services for Students with Special Needs

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Goals of the Session

Realize the dynamic needs of students with IEPs

Understand the articulation in accommodations between high school and college

Self-reflect and better understand the current state of your school site

Equity versus Equality

- What might this mean in your perspective?
- What might this mean in the perspective of your organization/school?
- What might this mean when working with students with IEPs and students without IEPs?

Self-Assessment

How well is your school transitioning students with special needs to life outside of high school?

1. = We Are Amazing!
2. = We are working hard to ensure all students are ready for life after high school.
3. = We realize there is limited success for our students with IEPs after high school but have not started to solve the problem
4. = Not so much....

Thought Questions

Organization-wide conversation on transitional support for students with IEPs

Might four-year pathway truly be the best fit for all?

How are our students fairing in four-year campuses versus two-year campuses?

What are the skills we need to continue to develop with our students to help them be college-ready?

Our School

- Our school serves the area of MacArthur Park and our students are 98% Latino.
- We have a 240:1 counselor ratio and college counselor rotate with their cohorts.
- On average, 75%-82% four-year acceptance, 72%-76% enrollment.
- We have a teacher staff of 24; 16-18 of which teach in our college knowledge program.



Our School *cont.*

- On average, 7% of the students are part of the Special Education program.
 - 50% of students with IEPs are accepted and matriculate into four-year colleges
- On average, 11% of the students are part of the English Language Development program.
- Over the last five years, our special education population has increased from 9% to 17% of our total student population.



Our Special Education Program

Our Special Education team focuses on highly developing advocacy and executive functioning with students.

Four Resource Specialists (RSP Teachers); one per grade level

Two Special Education Teaching Assistants

RSP teachers participate in weekly grade-level meetings

Full-inclusion Model

Nine Principles of College Counseling

College Talk

Clear
Expectations

Information &
Resources

Comprehensive
Counseling
Model

Testing and
Curriculum

Faculty
Involvement

Family
Involvement

College
Partnerships

Articulation



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Our Expectation for All

- “College Ready, College Bound”
- All students are placed on A-G course requirement completion track
- All students receive college counseling services with a four-year college in mind
- All students take college-entrance examinations and receive free-test preparation
- Students are placed in intervention classes in addition to a Learning Center (for students with IEPs) as needed

Our Findings about our Students

Our students with IEPs often times need the following accommodations:

- Executive Functioning
- Small-group Testing
- Extended Time

The team is constantly assessing student mastery on executive functioning skills

- Advocacy
- Timelines/Calendars
- Organization of Assignments and Documents
- Metacognitive skills

Student Scheduling

- Plan around required courses for IEP compliance and A-G course requirements per graduation
 - Learning Center
 - English Language Learners
- Collaborate with Case Manager to identify their progress (plops)
- Case Managers also conduct A-G checks independent from College Counselors and Administrators
- Students with IEPs in our scheduling system receive first priority in courses given constraints

Writing and Facilitation of Exit IEPs

- Our transition plan has always focused on postsecondary education
- All Exit IEPs include college-specific accommodations and services
- Our case manager and college counselors support students with establishing contact and appointments at prospective campus' Office for Students with Disabilities
- Discussion of shift in accommodations to align with college accommodations
- Provide all students with printed copies of information regarding how to access these accommodations

Our Own Self-Assessment

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