



Back to School

For many parents back to school time is a time of joy and excitement. They are looking forward to meeting the new teacher and seeing their child dressed in the new clothes and shoes on the first day. For parents of a child with special needs this time of year can cause anxiety because now they have to meet new staff and begin “training” them about their child. They buy new clothing only to find out that their child will not wear them because of the tags or the shoes not feeling the same as the old ones. Transitioning their child back school with all of the changes is very difficult and can take weeks. Careful planning on the parent’s part will benefit everyone.

The following are a few tips and ideas for parents to try to assist them and their child with the back to school transition.

- 1) **Ease back into the school schedule.** For many children summer means sleeping in and lazy mornings at home. Once school begins the children are required to wake up early and rushed out the door to meet the bus. Begin transitioning your child back to “school “ sleep patterns a couple of weeks before school begins. Have your child awake and ready for the day as if they were going to school before school begins. This adjustment will make your mornings much easier.
- 2) **Plan ahead.** The night before school have all of the clothes picked out, notes signed and lunches prepared for the next day. This will free up time in the morning to pack the backpack and not have you and your child feel rushed and anxious.
- 3) **Manage your child’s anxiety and *don’t forget about your own anxiety.*** If your child feels your anxiety chances are they will also become anxious. Soothe yourself and your child by reminding them about the fun and excitement a new school year can bring, from meeting new people to enjoying new experiences.
- 4) **Give choices.** Giving your child some choices gives your child a feeling of power and control over their environment. When buying school supplies, clothes and shoes allow your child to pick out some of the items. Also, allow them to choose some of the items in their lunch. The choices should be limited and something that both you and your child can live with. For example, allow your child to choose what type of sandwich they will have for lunch but not every item because they may choose to fill their lunch with pudding, chips and snack cakes.
- 5) **Familiarize them with the new setting.** Go to the school and take pictures of the playground, the classroom, teacher and if allowed other students in the class. Talk about the pictures and the things that your child can do and who they may play with during the school day.
- 6) **Complete an All About Me Profile.** This should be a simple one page profile that explains your child’s likes, dislikes, interests, strengths, needs, triggers and include the child’s picture and parental contact information. The beginning of the school year is challenging for even the best teacher. A profile will make it easier for him or her to families themselves with your child. You can find sample profiles on page two and three of this newsletter.

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Tips for mornings:

- The night before get bags and clothes ready for the next day.
- Make sure your child gets enough sleep.
- Establish a morning routine and stick to it.
- Examine your routine to make sure it is working.



All About Me

Name: _____

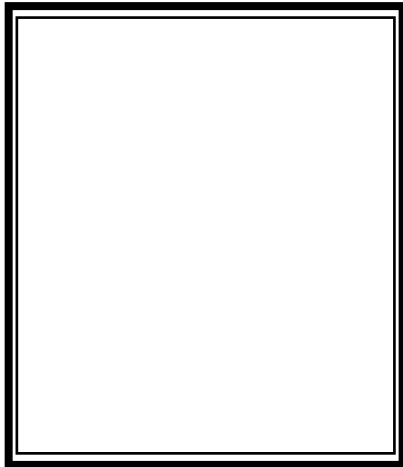
Address: _____

Email: _____

Phone: _____

Birthday: _____

Inset or draw a picture of yourself



I am good at: _____

I need help with: _____

I am really interested in: _____

I laugh when: _____

I get really scared and/ or upset when: _____

Calming techniques I like are: _____

The people in my family: _____

Best time and method to contact parents/ guardian: _____

My Favorites

Color: _____

Activity: _____

Book: _____

TV Show: _____

Sports Team: _____

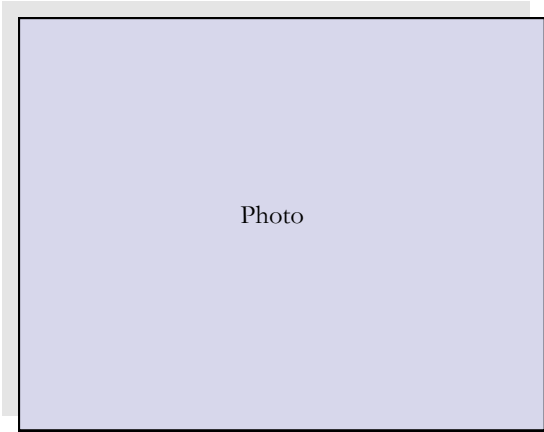
Music: _____

Other Favorites: _____





All About _____



Interests- _____

Strengths- _____

Needs- _____

Triggers (what upsets me)- _____

Calming techniques I like- _____

What scares me- _____

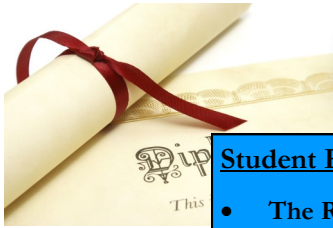
What makes me laugh- _____

I want you to know- _____

My family- _____



New York State Diploma Options for Students with Special Needs



Regents Diploma

Student Requirements to Obtain a Regents Diploma

- The Regents Diploma is available to ALL students
- The student must pass the required courses with a grade of 65 and above to obtain the needed 22 units of course credits.
- The student must pass at least the five required Regents tests (1-Math, 1-English, 1-Science, **2– History) with a score of 65 or above.

**** 4 + 1 Pathway-** students must take and pass four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, math, science, and social studies) and a comparably rigorous assessment for the fifth required exam to graduate



Local Diploma

Only available to students with a 504 Plan or an IEP

Student Requirements to Obtain a Local Diploma:

- Student must pass required courses with a score of 65 and above to obtain the 22 units of credit.
- Student can use Low Pass Safety Net Option and/ or the Compensatory Safety Net Option to meet the required scores on the Regents exam.

Low Pass Safety Net-

Student is required to pass the 5 required Regents (Math, Science, ELA, 2– History) with a score of 55 or better.

Compensatory Safety Net Option-

Scores between 45-54 on one or more of the required Regents exams, other than ELA or Math, can be compensated with another Regents that the student scored 65 or higher.

A score of 65 or higher on a single exam may not be used to compensate for more than one exam for which a score of 45-54 is earned.

High School Equivalency Diploma– TASC

- The Test Accessing Secondary Completion (TASC) is an examination taken to obtain a High School Equivalency Diploma. Formerly known as the GED.
- The test is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State.
- The TASC tests are only given at official testing centers approved by the NYS Ed. Dept.
- For more information and to locate a testing site visit: www.acces.nysed.gov/ged/

New York State Credential Options for Students with Special Needs

Career Development and Occupational Studies Commencement Credential (CDOS)

The CDOS-CC is a credential recognized by the NYS Board of Regents as a certificate that the student has the knowledge and skills necessary for entry level employment.

The CDOS is not a diploma.

-and-

A student can work towards obtaining a high school diploma and a CDOS credential at the same time.

A CDOS Credential requires the school and student to develop a Career Plan, complete CTE Coursework and Work Based Learning (WBL) experiences and also has 3 Learning Standards:

- **Standard 1: Career Development-** Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
- **Standard 2: Integrated Learning-** Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
- **Standard 3a: Universal Foundation Skills-** Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

and

- **Standard 3b: Career Majors-** Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.



Retrieved from: <http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm>



Skills and Achievement Commencement Credential

Available only to students that are NYSSA Eligible (Alternately Assessed)

- Students are awarded credential after they have attended at least 12 years of school, excluding Kindergarten, or at the end of the school year in which they turn 21
- Students is provided instruction in CDOS learning standards and opportunities, as appropriate, to engage in instructional and work preparation experiences, both in school and, whenever possible and appropriate, in the community
- Student will graduate school with an **Exit Summary**, which consists of:
 - a. Level of achievement and independence for each of the CDOS standards: career development; integrated learning; and universal foundation skills including: basic skill in reading, writing, listening, speaking, math and functional math; thinking skills; personal qualities; interpersonal skills; use of technology; managing information and resources; and systems skills.
 - b. Academic skills, as measured by the State assessment for students with severe disabilities (i.e., NYSAA);
 - c. Strengths and interests and, as appropriate, other achievements and accomplishments.



Parent Technical Assistance Center

Located at Southern Tier Independence Center
135 E. Frederick St.
Binghamton, NY 13904

Phone: 607-724-2111

Web: www.ptac-stic.com

E-mail: ptac@stic-cil.org

Like us on Facebook



Southern Tier PTAC

*Building Effective Partnerships Between
Schools and Parents of Children with Special
Needs*



To register for any of these trainings contact PTAC at:

Web– www.ptac-stic.com

Ph– 607-724-2111



Upcoming Events and Trainings

Friday September 11, 2015– **“Evidenced Based Strategies for Learners with Special Needs and Autism”** presented by **Dr. Jim Ball**, from 9:00am– 3:00pm at the Doubletree by Hilton Binghamton, NY. His focus will be on teaching specific skills, developing reinforcement systems and concepts of maintenance and generalization.

Saturday September 12, 2015– Alive with Autism is sponsoring the presentation, **“Early Intervention and Social Skills”** presented by **Dr. James Ball**. He will be informing participants about early intervention techniques and sensory and social skill issues a child with Autism may face. To register for this training contact Lori Martin at lmartin@btboces.org

Tuesday September 15, 2015– **“Behavior on the Bus”**, presented by **PTAC** from 5:30pm-7:00pm at TR Events in Binghamton. Behaviors that occur both on and off the bus will be discussed as well as techniques to solve the problem behavior.

Thursday September 17, 2015– **“CPSE/CSE Parent Member Training”** presented by **The Mid-South RSE-TASC and PTAC**, from 9:30am– 2:00pm at the BT BOCES ISC Building in Binghamton. The training offers prospective CPSE/CSE parent members knowledge about their role during the special education meeting. To register for this training contact Amy Tillotson at atillots@btboces.org.

Tuesday September 29, 2015- **“Educational Notebook”**, presented by **Parent to Parent of NY** from 5:30pm– 7:00pm at TR Events in Binghamton. During this training each participant will receive a binder and learn how to organize their child’s educational documents.

Tuesday October 6, 2015- **“Understanding Diploma/ Credential Options for Students with Disabilities”** presented by PTAC from 5:30pm– 7:00pm at TR Events Binghamton. During this training participants will learn the exiting options for New York State students with special needs and the parental role in the transition process.

Wednesday October 7, 2015- **“Understanding Diploma/ Credential Options for Students with Disabilities”** presented by the **Family Resource Network and PTAC** from 10:00am– 12:00pm at Guernsey Memorial Library in Norwich. During this training participants will learn the exiting options for New York State students with special needs and the parental role in the transition process.

Monday October 19, 2015- **“Understanding Diploma/ Credential Options for Students with Disabilities”** presented by the **Family Resource Network and PTAC** from 10:00am– 12:00pm at Harby Center in Walton. During this training participants will learn the exiting options for New York State students with special needs and the parental role in the transition process.

Tuesday October 20, 2015- **“Functional Behavior Assessment (FBA) and Behavioral Intervention Plans (BIPs)”** presented by PTAC from 5:30pm– 7:00pm at TR Events in Binghamton. During this training participants will learn what FBA’s and BIP’s are, why they are sometimes needed and the importance of the parent’s participation in the process of creating these plans.

Thursday November 19, 2015- **“Making Sense of Sensory Integration”** presented by **Polly Emmons, Dr. Liz Anderson and Lenny Grozier** from 9:00am– 3:30pm at the Radisson Hotel in Corning. During the morning session Polly Emmons and Dr. Liz Anderson will be encouraging participants to use a sensory lens and take a new look at learning, development and behavior. Participants will gain a wide range of practical strategies for use in home and school settings. During the afternoon session Lenny Grozier will discuss the importance of providing sensory experiences to children as well as how to create sensory experiences on a budget.