

VII. Appendices

A. Example of a High School Report for Students Requesting Accommodations at Post-Secondary Institutions

To School Personnel: Please complete all pages of this document. The information will be used to plan postsecondary accommodations for this student under Section 504 of the Rehabilitation Act and Title II of the American's with Disabilities Act. The requirements for disability-related services are different at the postsecondary level than at the high school level and services that were required or provided in high school may not be required or appropriate at the postsecondary level. Complete and accurate information will lead to the best programming decisions for this student and will increase the likelihood that the student will be successful in postsecondary education.

Student Name _____ Birth Date _____

Date of Graduation _____ High School _____

Student Received Services under: Section 504 _____
Individuals with Disabilities Education Act _____

Disability Area _____ Date of Disability Determination _____

Date of Last Evaluation _____

Date of Last Individual Educational Program (IEP) or 504 Plan: _____
(Please attach the student's most recent IEP or 504 Plan)

Form Completed By: (Please Print) _____ Title _____

Contact Information: School Address: _____

Phone: _____

Email: _____

During the last two years of high school, did the student receive any instruction outside the regular classroom environment? Yes _____ No _____ If yes, list courses and explanation

During the last two years of high school, did the student receive any modifications to the content of their regular education curriculum? Yes _____ No _____ If yes, describe such modification and explanation.

(Examples include reduced or altered assignments, lower level reading material, reduced writing expectations, etc.)

During the last two years of high school, please describe the level of direct support that this student required in order to be successful in the regular classroom. Direct support includes services such as assisting with assignment completion, helping the student organize work, reteaching or tutoring, etc. Please be as specific as possible.

During the last two years of high school, what types of assistive technology has this student used effectively?

B. Example of a Transition Checklist

A portfolio is a collection of work samples that provides a clear picture of a student’s skills and accomplishments. A Transition Portfolio not only includes the student’s accomplishments and competencies, but it also contains the needed material that can be used if students are planning on continuing their education at a postsecondary institution. The following is a list of items that are recommended for students to collect in order to help aid them through the admissions process and/or the procedures required for requesting support services at a postsecondary institution.

TRANSITION PORTFOLIO CONTENT SUGGESTIONS

- A copy of the I.E.P. or 504 Plan
- A copy of any current test scores (Wisconsin Student Assessment System, Woodcock Johnson)
- Any current evaluation or reevaluation reports
- A copy of high school transcripts
- Any medical reports or information pertaining to the student’s disability
- Any results from postsecondary admission exams (Assessment of Skills for Successful Entry and Transfer (ASSET), Computer-Adaptive Placement Assessment and Support System (Compass), Test of Adult Basic Education (TABE), and American College Testing (ACT)).
- Samples or evidence of assistive technology usage (Dragon Naturally Speaking, Kurzweil, taped textbooks, electronic dictionaries)
- Evidence of participation with any outside agencies relating to receiving support services (D.V.R., Health and Human Services)
- Learning styles inventory

Another available resource for planning for postsecondary education is this website:
<http://www.stlcc.cc.mo.us/fv/moahead/guidebook/index.html>

EXAMPLE OF A LETTER FROM A HIGH SCHOOL GRADUATE REQUESTING DOCUMENTING DISABILITY HISTORY & FUNCTIONAL LIMITATIONS FROM A SCHOOL DISTRICT

Please rate the following:

	Weak	Average	Strong	How assessed (test data, teacher observation, student/parent report, etc.)
Written Expression				
Reading Comprehension				
Math Skills				
Oral Expression				
Listening Comprehension				
Study Skills				
Organizational Skills				
		Memory		
Knowledge of strength/weakness				
Self Advocacy skills				
Goal Orientation/Motivation				

DOCUMENTATION OF ACCOMMODATIONS: THE FOLLOWING SECTION DOCUMENTS ACCOMMODATIONS THAT WERE ACTUALLY USED DURING THE LAST TWO YEARS OF HIGH SCHOOL. PLEASE BE AS SPECIFIC AS POSSIBLE.

Strength Areas: Student strengths can be used to enhance learning success. Promotion of these skills and application of teaching strategies that focus on student strengths may be effective in ensuring that this student gains the maximum benefit from the learning environment. (Attach additional page as necessary)

Areas of Strength	Effects	Accommodation or Method of Utilizing Strength
Example: Auditory Memory	Student gains maximum benefit from listening to instruction.	Allow student to listen to lecture w/o taking notes.

Functional Limitations: These are weaknesses or limitations that contribute to this student's disability. Employing the following accommodations allows this student access to the learning environment and instruction despite the effects of a disability. (Attach additional page as necessary)

Functional Limitations	Effects	Accommodation or Method of Utilizing Strength
Example: Visual-motor coordination	Handwriting is slow/laborious. Writing activities often go unfinished because student cannot write quickly.	Provide notes or not outline. Dictate responses to lengthy writing assignments. Use of word processor. Use of large writing spaces. Student may need additional time for written responses.

SUBJECT:DOCUMENTATION OF DISABILITY

This letter is a request to document my history and functional limitation related to my involvement within the LD program offered in special education at _____ public schools. I participated in the LD program from second grade until I graduated in 1999. I need to document clearly that I had a diagnosed disability which resulted in functional limitations and the need for accommodations.

I am a third year student enrolled at _____ and have an overall grade point of 3.36 and am majoring in elementary education/special education. I am required to take the Pre Professionals Skills Test (PPST) in order to be admitted into the school of education and to continue taking my courses within my major area of emphasis.

When I was in high school I did receive extended time in taking tests, in some classes where I received double time, due to my slow reading speed, I also had exams and directions read to me and used a computer for writing (spell check etc.), all of which related to my learning disability. Please include any evaluation dates and test results that took place over time to demonstrate disability and need for accommodation throughout my enrollment within Public Schools.

I have attached the current Praxis registration bulletin for your information. On page 49 is the ETS documentation. Criteria and Verification Statement for your completion, thank you in advance for assisting me with this process. I am learning first hand how difficult it can be to be an effective teacher, I am grateful to those teachers from _____ that served as effective models for what teaching excellence is all about. Thanks again for the help.

Sincerely,

Enclosure (1)

To Whom It May Concern:

This letter is being written on behalf of _____ was first identified as having a learning disability on February 10, 1989 while in second grade. Specific areas of concern were in reading, decoding, and spelling, as demonstrated by her performance on the Woodcock Reading Mastery Test, Woodcock-Johnson Psycho-educational Battery, The Boder Tests for Identifying Children with Specific Language Disability.

Upon reevaluation on February 25, 1992 in fifth grade, _____ was again determined to have a learning disability in need of special education. The areas of concern were reading (phonetics) and spelling. The assessment tools used to document the learning disability were the Woodcock-Johnson Revised: Achievement Tests, Test of Written Spelling and Test of Written Language.

A second reevaluation was conducted on May 22, 1995. Again, _____ was determined to have a learning disability in need of special education. The areas of concern were reading (Word Identification) and spelling. _____lacked structural, visual analysis and word attack skills necessary to decode and spell many words. The tests used to document the learning disability were the Woodcock Johnson Test of Achievement and The Wechsler Individual Achievement Test.

A final reevaluation was conducted on May 28, 1998 when _____ was in eleventh grade. She continued to exhibit delays in reading, writing, and spelling. Tests used to document the learning disability were California Achievement Test-Reading and Gray Oral Reading Test.

As you can see by the summary of evaluations and reevaluations, _____ has been identified as having a learning disability in reading and writing since second grade. She was involved in special education programming from the time of original identification through graduation in 1999. Throughout her school years in _____, received several accommodations due to her learning disability. These were:

Oral Tests

Extended time on tests-up to double time

Time extensions on lengthy written assignments

Word processor with spell check for written assignments and essay type exams

Books on tape

Proofreaders and note takers

Tape recorder

All of these were beneficial and allowed _____ to perform at a level which was more consistent with her ability which is in the average to above average range. Without these accommodations, her learning disability interferes with her ability to function-read and write.

A copy of any or all of the test scores are available from me. I would be more than happy to send copies to you. I would also be very happy to discuss this with you further in attempt to ensure that _____ is given the testing accommodations she is entitled to. Please contact me at _____ if you have questions or would like more information.

Sincerely,