

Fox Valley Technical College

Educational Support Services

Transition Services Guide for Students, Parents, K-12 School and Community Agencies

The mission of FVTC's Educational Support Services is to assist in creating an accessible college community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. We cooperate through partnerships with students, faculty and staff to promote students' independence and to ensure recognition of their abilities, not disabilities.

Transition services include

- Classroom presentations in area high schools
- Liaison with schools and community agencies
- Assistance with reasonable accommodations for admission tests, specialized advisement, course selection, registration and scheduling classes
- Information on Occupational Aide Readiness (OAR) project
- ESS Welcome Meeting to learn more about the college and how to access services, secure reasonable accommodations and prepare for college classes.
- Step Ahead, an orientation day for students with disabilities prior to the Fall semester.

High School

College

IDEA-Individuals with Disabilities Education Act Section 504, Rehabilitation Act of 1973 IDEA-focuses on academic success	ADA-Americans with Disabilities Section 504, Rehabilitation Act of 1973, ADA-focuses on equal access
School districts are required to evaluate and identify students with disabilities and determine if special education services are needed.	Students are responsible for disclosing and providing necessary updated documentation of a disability.
High School services include individually designed instruction, modifications and accommodations based on the Individualized Education Plan (IEP).	Students request specific, reasonable accommodations based on diagnosis or disability.
High school attendance is mandatory.	Students choose to attend and pay costs such as tuition, books and additional supplies.
School staff will discuss progress with parents or legal guardians.	All college communication goes to the student.
Teachers carefully monitor class attendance	Instructors may have attendance policies that students are expected to follow.
Teachers often remind students of assignments and upcoming due dates.	Instructors will follow a course syllabus. This will be an outline of expectations for attendance, assignments, tests and grades.
Teachers approach students if they believe a student needs extra assistance.	Instructors may expect the student to contact them if the student needs extra assistance. Use of office hours or email are good ways to communicate.
High schools help to structure study time for students including work time in class.	Students are expected to use good time management for course work outside of the class. For every hour of class time, plan to spend 2-3 hours on course work.
Students are expected to read short assignments that are discussed and retaught.	Students may be expected to complete reading and writing assignments outside of the classroom. Disability accommodations may include textbooks in alternative format (read out loud technologies)

Student Transition Points

Transition

- Use the transition checklist on the back to help prepare for the transition to college.
- Students have said that a transition ESS Welcome Meeting with Educational Support Services staff has been helpful. Many students choose to schedule this meeting during 2-6 months prior to starting classes. Call the Educational Support Services office to schedule a meeting at 920-735-2569.
- Educational Support Services can also work with students on program information, assessment score information, course selection and scheduling.
- If requesting accommodations, many find it helpful to complete an accommodation plan at least two weeks prior to the start of classes.

Accommodation Process

To request accommodations, follow these basic steps.

1. Contact Educational Support Services to request accommodations.
2. Provide appropriate disability-related documentation that supports the request for accommodations.
3. Develop an Accommodation Plan with a Special Needs Support Instructor.

Ways to Prepare While in High School

- Keep using good study strategies/time management while in high school to prepare for college.
- Understand your strengths and areas of need.
- Practice good communication skills and self-advocacy skills in high school.
- Work with high school faculty to prepare documentation that may include most recent evaluation, IEP and Summary of Performance.

Parent Transition Points

Assist your child to develop self-advocacy skills.

- Help your child learn about his/her disability and how the disability affects him/her academically.
- Discuss strengths and weaknesses to help your child understand their learning and what accommodations have been effective in the past.

Help them prepare for college.

- Encourage your child to problem-solve and address situations independently, while you offer support and additional help.
- Encourage your child to take responsibility for addressing academic concerns. This could include having the student send their own e-mails or phone calls to campus resources.
- Continue to assist your child with time management skills as they plan for classes.

First semester

- Remind your child to use the syllabus given for each class. Many questions can be answered by referring to the syllabus. Encourage student communication with the instructors.
- The college has many resources for students. Encourage your child to research and make use of our resources early in the semester. This includes the Teaching and Learning Center (drop-in tutoring).
- Time management and studying will be very important. There are also many great places to study on-campus.
- First semester goes by quickly. Early October, students can view their registration date/time on the MyFVTC account. Advising week occurs in October and students are encouraged to meet with an advisor.

K-12 School Faculty and Community Agencies Transition Points

- ✓ Educational Support Services invites you to tour our offices and meet the staff. Educational Support Services tours and presentations can be arranged by calling 920-735-2569.
- ✓ Contact Education Support Services for presentations at school and community events. Special Needs Support Instructors are assigned specific high schools to provide transition information.
- ✓ Share FVTC Educational Support Services material and contact information with students and staff.
- ✓ Inform students that accommodations for FVTC's placement test(s) and Course Options/Youth Options can also be requested through the Educational Support Service's office.
- ✓ Encourage students to prepare paperwork for college which may include most recent evaluation, IEP and Summary of Performance.
- ✓ Help students understand the accommodation process for college.
- ✓ Continue to inform students on the many resources at Fox Valley Technical College.
- ✓ For more information on the Occupational Aide Readiness (OAR) project, please contact Jan Case at 920-735-2497 or casej@fvtc.edu
- ✓ Center for New Students at FVTC assists students with the process of becoming a student.
CenterForNewStudents@fvtc.edu 920-735-4708

Frequently Asked Questions

Is a student automatically registered with Educational Support Services if an IEP was sent to Fox Valley Technical College?
No. Each student must contact Educational Support Services to request accommodations and provide appropriate disability-related documentation that supports the request. Developing an accommodation plan is an interactive process between the student the Special Needs Support Instructor.

Will I have a specific contact person to work with in Educational Support Services?

Yes. The Special Needs Support Instructors are assigned based on program and/or location. The student is responsible for initiating contact with Educational Support Services. Please call Appleton 920-735-2569 or Oshkosh 920-236-6155 or email: edusupport@fvtc.edu to begin communication with a Special Needs Support Instructor.

What is meant by a reasonable accommodation?

A reasonable accommodation could be an adaptation, device or piece of technology that allows access to a learning activity for a student with a disability. They are outcome neutral and are not intended to provide any advantage over a nondisabled student or to provide any guarantee of success in a class or program. Reasonable accommodations include, but are not limited to, having exams read to a student, the use of adaptive software and preferential seating.

Are tutoring services available?

Tutoring services are available for all students through the Teaching and Learning Center (TLC). There is drop-in tutoring for math, accounting, science, and reading and study skills. There is also drop in assistance for writing as well as by appointment. Study groups and online tutoring are available for select classes. Please refer to the For Students section on Blackboard for the Teaching and Learning Center schedules. There is no fee for tutoring services.

Educational Support Services

Appleton Campus 1825 N. Bluemound Dr.
Jan Case Special Needs Support Instructor
Karen Glad Special Needs Support Instructor
Emily Oxtan Special Needs Support Instructor
Bruce Rathe Special Needs Support Instructor
Debra Wendt Administrative Assistant
Room E122
Telephone: 920-735-2569, Fax: 920-831-4392
Email: edusupport@fvtc.edu

Oshkosh Riverside Campus 150 N. Campbell Rd.
Advanced Manufacturing Technology Center
S.J. Spanbauer and Aviation Industrial Center Room
Carissa Fritz Special Needs Support Instructor
Room 101
Telephone: 920-236-6155, Fax: 920-236-6130
Email: fritz@fvtc.edu or edusupport@fvtc.edu

Transition Checklist

- Participate in Campus Tours, College Preview Day, Discovery Days, Campus Visit Days, and/or our Community Open House. Check out our website www.fvtc.edu for up to date information on these activities.
- Participate in Career Exploration Activities. Talk with your high school counselor or Educational Support Services about opportunities at your school or in the community. Also research opportunities for dual credit and advanced standing at your high school.
- Complete the application for admission at www.fvtc.edu/Apply. If you need assistance, visit any FVTC location or call 920-735-5645. If you are a first-time applicant, a \$30 non-refundable application fee is required. Once your application has been processed, you'll be contacted by mail regarding your next steps. Consider attending the Community Open House that is held in October.
- Complete placement test and any additional admission requirements for the program. FVTC administers the Accuplacer skills assessment, but will also accept the ACT if the test has been completed within the last three years. To request accommodations for the Accuplacer, please contact Educational Support Services. Appleton: 920-735-2569 or Oshkosh: 920-236-6155. For additional information on the Accuplacer including resources and practice tests, visit our website at www.fvtc.edu/programs/admissions-overview/skills-assessment
- Apply for Financial Aid. If you need help paying for college, apply for federal financial aid at www.fafsa.gov.
- Schedule an Educational Support Services Welcome Meeting. Educational Support Services encourage students to schedule a meeting to learn more about our office, as well as how to access programs and services, secure reasonable accommodations and how to obtain support services. Call Appleton:920-735-2569 or Oshkosh:920-236-6155 for more information scheduling an appointment with the Special Needs Support Instructor working with your program or classes. Many find it helpful to schedule this meeting at least 2 months prior to starting classes.
- Attend a New Student Registration Session. At the end of the session, students will begin registering for classes.
- Attend Step Ahead, an orientation for students with disabilities. This orientation is held in August prior to the Fall semester.
- Develop an Accommodation Plan with the Special Needs Support Instructor if requesting accommodations.