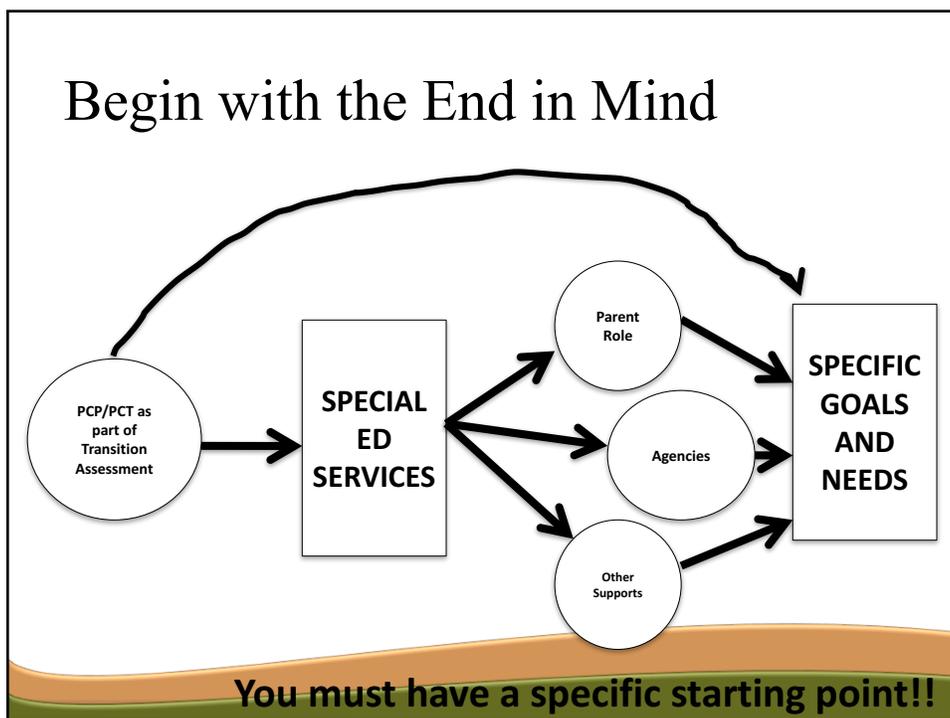
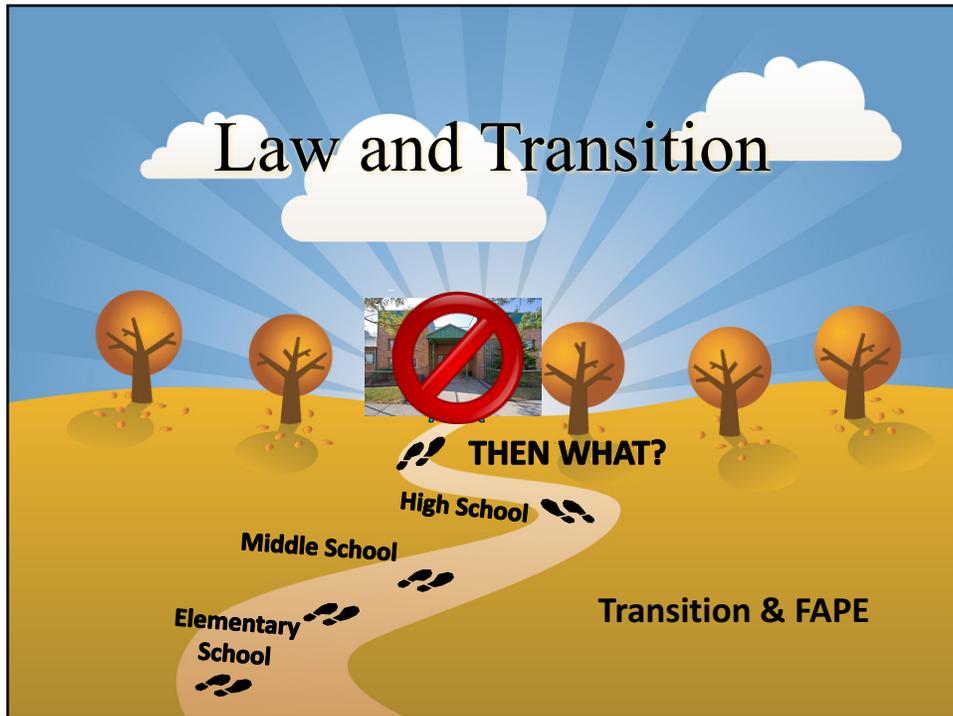


Making Sure Transition Services Provide FAPE



Begin with the End in Mind





Gene Lenz & Future PBMAS

- Graduation: *Based on input from the federal government to Texas, the state may be required to move to a graduation rate that will only count students in special education who graduated the same way general ed students graduated. That is 89.1070(b)(1).... Not (b)(2) or (b)(3)!*

*Texas Education Agency Continuous Advisory Committee for Special Education:
November 2015 Meeting Update from Gene Lenz; Associate Commission for
Special Education*

Employment First Task Force and Report



Employment First Task Force

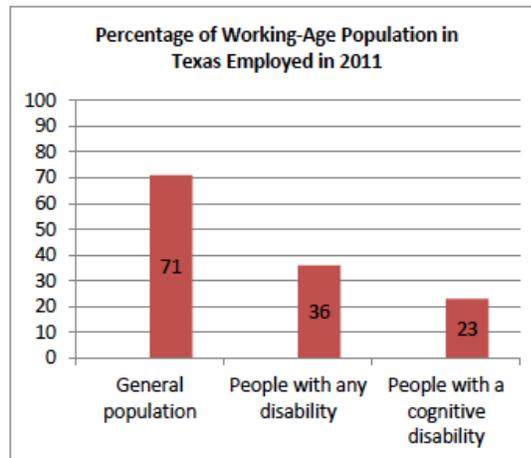
- As required by Senate Bill 1226; 83rd Legislature 2013
 - The Employment First Report – Fall 2014

of S.B. 1226. This bill established employment as the first and preferred option for working-age Texans with disabilities, and also established the interagency Task Force to promote competitive employment of individuals with disabilities and the expectation that individuals with disabilities are able to meet the same employment standards, responsibilities, and expectations as other working-age adults (Texas Government Code Section 531.02448(a)).

The Task Force is also charged with designing an education and outreach process that includes “young adults with disabilities”.



Employment Data for Texas



**Source:
The National
Report on
Employment
Services and
Outcomes
(2013)**

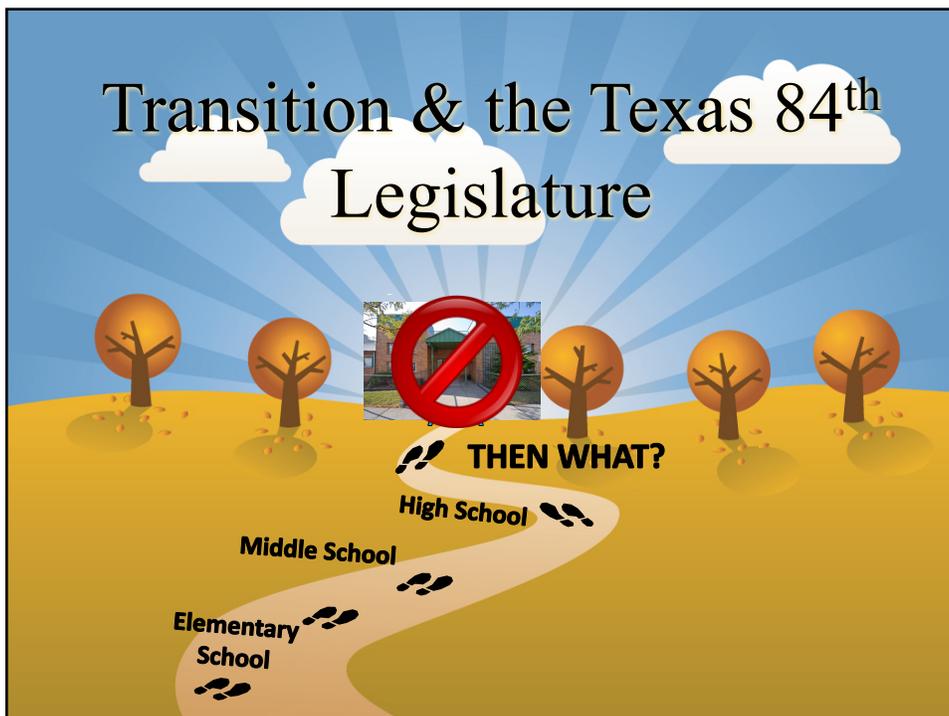
TEA and Employment First

TEA has identified three areas of “disconnect” which impede successful employment outcomes for students receiving services/supports from TEA including: (1) Following up with every student after graduation; (2) Coordination of efforts with state agencies to support transition planning, vocational, and independent living needs for students with disabilities and (3) Transportation and other ancillary services needed by students with disabilities to seek, obtain and maintain employment.

TEA and Employment First

TEA RECOMMENDATIONS:

- C. Promote the implementation of evidence-based practices in terms of integrated vocational and situational assessments, trial work experiences, and transportation/support services to help students seek, obtain and maintain employment.
- D. Create a plan to ensure appropriate state agency staff participates in the coordination of services required to support transition planning, vocational counseling, and independent living needs, and in defining for families who is responsible for ongoing services for students with disabilities.



SB 1259: Sen. Jose Rodriguez (El Paso)

- Each district must develop a process for teachers to instruct students with disabilities in the regular classroom setting to provide input into the development of the IEP

11

SB 1867: Sen. Judith Zaffirini (Laredo)

- Excludes certain adult students receiving sped from computation of completion rates for purposes of public school accountability (18+)
- Requirements begin in 2015-16
- Amends section 39.053
- Assigns a code in accountability system to exclude the student from being counted as a “Continuer”.

12

SB 1807: Rep. Elliot Naishat (Austin)

- Requires the TX Higher Ed Coordinating Board to maintain an inventory of the postsecondary educational programs and services for persons with intellectual and developmental disabilities
- Amends Subchapter C, Chapter 61 of the Education Code by adding Section 61.0663
- Compile an inventory by Sept. 1, 2016
- NOTE: consider compiling of list of what is available in your area. *(next slide)*

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Litigation and Transition (J Walsh)

LETTER TO HEATH, 54 IDELR 171 (OSEP 2009)

- OSEP was asked to waive the requirement that IEPs for students in transition must include "measurable postsecondary goals in employment" for students with severe medical conditions and developmental needs. The request also asked that this population of students not be included in the calculation of State Performance Plan Indicator 13 analysis. OSEP noted that the requirement for postsecondary goals comes directly from the statute and cannot be waived.

Litigation and Transition (J Walsh)

DRACUT SCHOOL COMMITTEE V. BUREAU OF SPECIAL EDUCATION APPEALS (D.C. MASS. 2010)

- The court upheld an administrative ruling that the school had denied FAPE by providing inadequate transition plans.
- The court held that the transition assessments were inadequate in that they were untimely and failed to address post-secondary education and independent living skills.



Litigation and Transition (J Walsh)

DRACUT SCHOOL COMMITTEE V. BUREAU OF SPECIAL EDUCATION APPEALS (D.C. MASS. 2010)

- The IEPs failed to include measurable goals in each of the separate areas required by the law—training, education, employment, and, where appropriate, independent living skills.
- The court also upheld the determination that transition services were inadequate because they did not include experiences in the community and did not adequately address independent living skills.

Litigation and Transition (J Walsh)

MARPLE NEWTOWN SCHOOL DIST. V. RAFAEL N. (E.D. PA. 2007)

- A federal district court in Pennsylvania agreed with a Spanish-speaking mild to moderately intellectually disabled 17-year-old special education student with untreatable epilepsy that his IEP did not include a meaningful transition plan.
- IEP "goals are vague and do not capitalize on Student's strengths or specific interests."

Litigation and Transition (C. Borreca)

- 115 LRP 3792
 - **Reynolds School District** , Oregon State Ed. Agency
 - December 15, 2014
 - A student's school absences and uncertainty about what kind of career he wanted were no excuse for an Oregon district's minimal transition services. The student with LD was twice withdrawn from the district due to excessive absences. During his junior year, the district developed an IEP for him that included transition goals and services. However, the teen had little idea of what he wanted to do in life, and the district never completed a transition assessment.
- 

Litigation and Transition (C. Borreca)

- 115 LRP 7200
 - **In re: Student with a Disability** ;New York SEA
 - October 17, 2014
 - A New York district's failure to discuss a student's postsecondary transition needs at an IEP meeting led an SRO to affirm an IHO's grant of tuition reimbursement. The SRO noted that the IEP contained goals addressing post-secondary transition, but there was no evidence that those goals were based on the student's transition needs, the SRO pointed out. Significantly, the district couldn't demonstrate that it discussed postsecondary transition at the IEP meeting, observed the SRO. The school psychologist was unable to recall any discussion on transition, and her meeting notes contained no mention of a transition plan, the SRO remarked.
- 

Litigation and Transition (C. Borreca)

- **64 IDELR 34**
 - 114 LRP 39664
 - ***JEFFERSON COUNTY BOARD OF EDUCATION, Plaintiff-Appellant, v. LOLITA S.*** U.S. Court of Appeals, Eleventh Circuit
 - September 11, 2014
- Because the district did not conduct transition assessments, the court observed, the plan called for the student to receive the same vocational and career-based training that was made available to all students. Furthermore, a goal calling for the student to participate in postsecondary education did not account for his placement on an occupational diploma track. The 11th Circuit affirmed the District Court's ruling at 62 IDELR 2 that the district denied the student FAPE.

Litigation and Transition (C. Borreca)

- **62 IDELR 261**
 - 114 LRP 7352
 - ***Jim and Laurie GIBSON, as next friends of Chloe GIBSON, Plaintiffs, v. FOREST HILLS SCHOOL DISTRICT BOARD OF EDUCATION, Defendant***
 - U.S. District Court, Southern District of Ohio
 - February 11, 2014
- Although the student had performed job-related tasks such as folding napkins and wiping tables in the classroom setting, the court pointed out that the district's prolonged failure to conduct a formal transition assessment prevented it from identifying the student's preferences and interests. Without that information, the district could not draft postsecondary transition goals or determine the services the student required to meet those goals.

Accountability and Transition



Somebody's Got to Do It



Role of the Special Ed Teacher

- Conduct Transition Assessment
- Draft IEP Development
- Monitor Accommodations
- Monitor Progress
- Monitor Grades
- Develop progress reports and report cards

BEAUMONT INDEPENDENT SCHOOL DISTRICT
Special Education Services

TRANSITION ASSESSMENT RUBRIC

Transition assessment is NOT one tool. It is an on-going collection of information, over time, from a variety of sources. The information is used to make decisions regarding education/training, employment, and if appropriate, independent living. Because the information is collected over time, it is appropriate to consider a scaffold approach to the assessment implementation. Transition assessment must be used to identify needs, interests (things that provide curiosity) and preferences (things chosen over the others that are interests).

The following transition assessment sequence is not a requirement. It is a transition assessment map that may be used to identify assessment tools to be administered over time. The purpose is to assess the child and obtain input from the parent/guardian. The results are used to make instructional/support decisions and plan for transition services in the development of the IEP.

Guiding Transition Assessment Questions: (NSTTAC Indicator 13 Manual: Tools for collecting Quality Data for Indicator B-13; 2009; Dr. David Test PPT, pg. 124).

1. **Where will the student engage in activities after graduation?**
2. **Where and how will the student continue to learn and/or develop skills after high school?**
3. **Where will the student live and how will the student access services, participate in the community and have fun after graduation?**

Transition Portfolio Assessment Checklist (Select two or more, each year, to conduct transition assessment. When making IEP planning decisions, review the existing data in the Transition Assessment Portfolio, along with the information of the new transition assessment results.)

MIDDLE SCHOOL	
Grade	Potential Transition Assessment Tools
6 th Grade	Education/Training <ul style="list-style-type: none"> • Student-Centered Transition Planning Form-MPC (MS & HS) • School records, teacher observations, FBA/BIP, behavior checklist etc. • Learning Styles Inventory • Multiple Intelligence Test • ProEd Informal Transition Assessments (Education) • www.txascollgeandcareer.org • AFL Task Analysis, Time Charts, On-task behavior charts, work samples • Parent/Student Interview
	Employment: <ul style="list-style-type: none"> • MPC Middle School Transition IEP Planning Form • Picture Career Checklist- Virginia • www.onetonline.org (Onet) • ProEd Informal Transition Assessments (Employment)
7 th Grade	Independent Living, if appropriate: <ul style="list-style-type: none"> • Parent Interview • Student Survey • Time management • Self-Determination Skills
	Education/Training <ul style="list-style-type: none"> • MPC Middle School Transition IEP Planning Form-Updated • RI and/or STAAR Results • School records, teacher observations, FBA/BIP, behavior checklist etc.

Transition Assessment Rubric

The District Transition Toolbox



- Transition Assessment Toolbox
- Middle School versus High School
- What is in it?
- How to use it?
- What else do you need?

eSped Transition Services Page

The screenshot shows a web-based form for 'Transition Services'. It includes sections for 'Transition Services' with a 'Print' button, 'Postsecondary Expectations' with a 'Print' button, 'Student/Parent Input', 'Strengths and Needs', 'Student developed postsecondary goals for Transition', 'Agency connections', and 'Writing standards-based annual goals that facilitate transition'. Each section has a 'Print' button and a 'Save' button. The form is titled 'Transition Services' and has a 'Print' button at the top right.

- Transition in the IEP
- The BISD eSped Transition Services Page (Screens 97 & 98)
- Using Transition Assessment to complete the PLAAFPs in the IEP
- Strengths and Needs
- Student/Parent Input
- Student developed postsecondary goals for Transition
- Agency connections
- Writing standards-based annual goals that facilitate transition

WRITING ANNUAL GOALS THAT FACILITATE MEASURABLE POSTSECONDARY GOALS FOR TRANSITION

There must be an annual goal that facilitates each of the postsecondary goals. One for the Education/Training MPG, one for the Employment MPG, and one for the Independent Living if it was determined to be appropriate. Students served in LIFE Skills and Structured Learning classes are more likely to need an Independent Living MPG. The annual goals are used to help the student make progress toward the postsecondary goals identified for adult life after high school. It is possible for one annual goal to address both education/training and independent living, or education/training and employment, etc.

NSTTAC Guidance for the evaluating the compliance of the annual goals that facilitate the MPG:

Is (are) there annual IEP goal(s) that are related to the student's transition services needs?

- Find the annual goals, or, for students working toward alternative achievement standards, or States in which short-term objectives are included in the IEP, short-term objectives on the IEP
 - For each of the postsecondary goal areas circled Y in question #1, if there is an annual goal or short-term objective included in the IEP related to the student's transition services needs, circle Y in the corresponding column(s)
 - For each of the postsecondary goal areas circled Y in question #1, if there is no annual goal or short-term objective included in the IEP related to the student's transition services needs, circle N in the corresponding column(s)

Do all the annual goals support pursuit of post-secondary expectations?

- Yes- Each goal listed addresses a need listed in the PLAAFP and will assist the student to pursue targeted post-secondary expectations.
- No- One or more goals listed do not reflect a need listed in the PLAAFP or will not be necessary for the student to pursue targeted post-secondary expectations.

Are all the annual goals well written?

- Yes-Evidence reviewed shows that the goals state the condition(s), skill or behavior, and criterion.
- No-Evidence reviewed shows no condition(s) described in the goal, skill, or behavior, and criterion.

Ideas for writing Annual Transition Goals

Selecting Courses/Classes

- Course for next year
 - Some courses are required
 - The other courses I can take:
 - What do you want as a career?
 - Take classes that will help you reach your goals

*** You want to invent new video games, then apply to take Computer Graphic Design.*

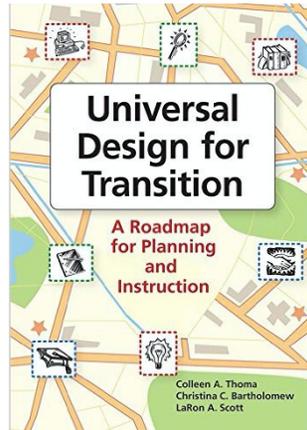
*** You want to be a teacher, then take Child Development.*

*** You want to be a teacher but can't take Child Development because you play sports, then join the club for the "Future Teachers of America"*

Training the Special Education Staff

- Step One: Training on legally compliant IEPs for Transition Services (1/2 Day)
- Step Two: Interactive, campus-based training during planning periods
- Step Three: Monitoring draft Transition Services pages for upcoming ARD Meetings
- Step Four: Follow-up training for staff not meeting the legally compliant IEP format
- Step Five: Progress Report to Principals

Universal Design for Transition



- Start with the big picture: “Results/Desired Outcomes”.
- Creating barrier-free opportunities
- Identifying short-term and long-term support needs
- Consider a range of support
- Thoma, Bartholomew, & Scott

THANK YOU FOR ALL THAT YOU DO

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