All You Need to Know About Transition Planning!

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Agenda:

- Review of the Transition Planning Law 2018-19 - why we do what we do
- Transition Training Google Doc
- Assessment rubric
- Student Led ARD’s
- 4-6 year plans
- Electronic Surveys
- HB 165 - graduation, EOC’s
- HB 3 - outcome bonuses for Career College Military Readiness
- What else is new? - Garrett Center, Sam Houston State University
The Federal Law: Transition Services

https://sites.ed.gov/idea/regs/b/a/300.43

(a) Transition services means a coordinated set of activities for a child with a disability that--

(1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
The Federal Law: Transition Services

(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes-

(i) Instruction;

(ii) Related services;

(iii) Community experiences;

(iv) The development of employment and other post-school adult living objectives; and

(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
300.321 (b) Transition services participants. (Who should attend the meeting?)

(1) In accordance with paragraph (a)(7) of this section, the public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under Sec. 300.320(b).

(2) If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered.

(3) To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.
300.320 (b) (When should transition services begin?)

Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include--

(1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

(2) The transition services (including courses of study) needed to assist the child in reaching those goals.
The Law: Texas State Law
Texas Education Code § 29.011

What is says:

(1) appropriate student involvement in the student’s transition to life outside the public school system;

(2) if the student is younger than 18 years of age, appropriate involvement in the student’s transition by the student’s parents and other persons invited to participate by:
   (A) the student’s parents; or
   (B) the school district in which the student is enrolled;

What do we do:

(1) Involve the student in Transition Planning: Student Survey and Student Assessments

(2) Involve the parent in Transition Planning: Parent Survey
    Parent Feedback via telephone
    Parent Assessments
The Law: Federal Law

What is says?

(3) if the student is at least 18 years of age, involvement in the student’s transition and future by the student's parents and other persons, if the parent or other person:

(A) is invited to participate by the student or the school district in which the student is enrolled; or

(B) has the student's consent to participate pursuant to a supported decision-making agreement under Texas Estates Code, Chapter 1357;

What do we do?

(3) Involve the parent in Transition Planning:

- Parent Survey
- Parent Feedback via telephone
- Parent Assessments

Tell parents and student about Supported Decision Making BEFORE the student turns 18 - Age of Majority information.
The Law: Federal Law

What is says?

(4) appropriate postsecondary education options, including preparation for postsecondary-level coursework

(5) an appropriate functional vocational evaluation

(6) appropriate employment goals and objectives

What do we do?

(4) Appropriate post secondary goals for education AND an appropriate 4 year Course of Study which supports the Post Secondary Goal.

(5) Employability skills assessments, vocational training (RISE), school & work based learning skills training, in Esped - use FVE dropdown

No functional vocational evaluation is needed at this time as the current transition assessments and 4-year plan courses are sufficient to plan for employment goals and services. At age 14, Texas Workforce Solutions are available for formal vocational assessments, employment assistance, or employment skills training.

(6) Write annual goals related to employment
The Law: Federal Law

What is says?
(7) if the student is at least 18 years of age, the availability of age-appropriate instructional environments, including community settings or environments that prepare the student for postsecondary education or training, competitive integrated employment, or independent living, in coordination with the student's transition goals and objectives;

(8) appropriate independent living goals and objectives;

What do we do?
(7) All students who have completed 12th grade & all graduation requirements, yet whose ARD committee decides that there are additional services needed (i.e. 18+ transition services of some kind) are moved from their home campus to an environment where those additional needs can be met e.g. community, work based learning sites - UNTIL the student can access or achieve their Postsecondary transition goals.

(8) Annual goals for students where assessment indicates a need for independent living skills instruction.
The Law: Federal Law

What is says?

(9) appropriate circumstances for facilitating a referral of a student or the student's parents to a governmental agency for services or public benefits, including a referral to a governmental agency to place the student on a waiting list for public benefits available to the student such as a waiver program established under the Social Security Act (42 U.S.C. Section 1396n(c)), §1915(c); and

What do we do?

(9) Help to identify students who may require outside assistance for employment or independent living in the future.

Contact the Transition Specialist who will facilitate connecting students to the appropriate agencies.
The Law: Federal Law

What is says?

(10) the use and availability of appropriate:

(A) supplementary aids, services, curricula, and other opportunities to assist the student in developing decision-making skills; and

(B) supports and services to foster the student's independence and self-determination, including a supported decision-making agreement under Texas Estates Code, Chapter 1357.

What do we do?

(10) (A) Self advocacy assessment to determine deficits in decision making and to identify needs in this area, resulting in possible annual goals AND

(B) Student-led ARD’s to increase student’s self-determination skills AND

Information to students about supported decision making agreements prior to age 18.
2019-2020 Transition Training (Google Doc)

https://drive.google.com/drive/folders/1gv9CfJxro07RxIth5_vGmNrOdyLhuD8

- Transition Assessment Rubric
- Student Led ARD’s
- Google parent survey
- Legislative Updates: HB 165 https://region13.wistia.com/medias/9jp37djqxy

https://www.hippovideo.io/video/play/m61hx7BiZF4Dn08hJazdu6ylN0WIIFf4mjSlPQUIxvk

- Algebra 2 - letter to parents
- HB 3 - Outcome bonuses for CCMR
Region 13: HB 165 86th Texas Legislature

“Relating to providing for endorsements for public high school students enrolled in special education programs”
Signed into law on June 10
Effective immediately
Applies beginning with the 2019-2020 school year
Expands the opportunities for students with disabilities to earn an endorsement with modified content to any course
Region 13: Key Language

a student “may earn an endorsement on the student’s transcript.... with modification of the curriculum, provided that the curriculum, as modified, is sufficiently rigorous as determined by the student’s [ARD] committee.”
The ARD committee “shall determine whether the student is required to achieve satisfactory performance on an end-of-course assessment instrument to earn an endorsement on the student’s transcript.”
Region 13: What About IGC?

Individual Graduation Committee:
Earn diploma (Foundation, with or without Endorsements/Performance Acknowledgements/ Distinguished Level of Achievement) if failed ≤ 2 EOCs

SB 213 extends IGC to September 1, 2023

Students receiving special education services are not subject to IGC requirements... ARD committee determines whether student is required to achieve satisfactory performance on an EOC assessment to graduate (TAC §74.1025)
Region 13: What’s Next?

Expect revisions to TAC §89.1070
New law did not specify cohort; revised Commissioner’s Rule will *likely* apply to all students currently enrolled and incoming (9th – 12th grades)

**TO DO:** Review PGP (Personal Graduation Plan) for high school students who received modified content and/or failed 2+ EOCs to determine if they will potentially be eligible to earn an Endorsement
Region 13: More Information

Text of legislation: https://capitol.texas.gov

Proposed rules: https://tea.texas.gov/About_TEA/Laws_and_Rules/Commissioner_Rules_%28TAC%29/Proposed_Commissioner_of_Education_Rules

TAC §89.1070 at the Texas Register: https://texreg.sos.state.tx.us/

Leaving a Clear Trail Livebinder: bit.ly/cleartrail
HB 3: Career College Military Readiness

https://www.youtube.com/watch?v=A5atu7qFeOw&feature=youtu.be

HB 3 establishes CCMR Outcomes Bonuses. Public school districts and open-enrollment charter schools are entitled to receive $2,000 for each CCMR-ready annual graduate who is receiving special education services - in addition to the $3,000 - $5,000 bonus established by HB 3.

**CCMR bonus standards:**

- **College:** passing score on TSI/ACT/SAT & enrolled in college fall after graduation
- **Career:** passing score on TSI/ACT/SAT & received an industry-based certification/level I /level II certificate
- **Military:** ASVAB passing score & enrolled in US Armed Forces
What’s else is new?

New alignment of service centers in Texas: **Student Centered Transitions**

This network will build collaborative infrastructures among students, families, schools, districts, and communities to equip all students with disabilities to be actively involved in planning, communicating, and evaluating progress in meeting their transition goals from early childhood through high school graduation and post-secondary readiness.

*Garrett Center - Sam Houston State University*

https://www.shsu.edu/centers/garrettcenter/esc-resources/