

65th CONFERENCE ON EXCEPTIONAL CHILDREN

GRADUATION:
The Measure of Tomorrow

Secondary Transition:
Who's at the Table?

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PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

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Audience today

Please use an electronic device and go to www.kahoot.it

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Why are we here today?

Our goals for this session:

- define secondary transition
- discuss roles and supports
- share our activities, ideas, and events
- small group work planning time
- share ideas as a large group

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IDEA (*Individuals with Disabilities Act*)

Reauthorization made changes to requirements regarding secondary transition

The purposes of *IDEA* include:

- ensuring that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further **education, employment and independent living**.

http://idea.ed.gov/explore/view/pf_root_dynamic_Topic/Brief.17

Transition Services

- The term “**transition services**” means a coordinated set of activities for a child with a disability that:
 - 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;
 - Is based on the individual child’s **needs**, taking into account the child’s **strengths, preferences, and interests**; and
 - Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

http://idea.ed.gov/explore/view/pf_root_dynamic_Topic/Brief.17

IDEA requirements:

- 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:
 - Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills;
 - The transition services (including courses of study) needed to assist the child in reaching those goals; and
 - Beginning not later than one year before the child reaches the age of majority under State law, a statement that the child has been informed of the child’s rights under Part B, if any, that will transfer to the child on reaching the age of majority

http://idea.ed.gov/explore/view/pf_root_dynamic_Topic/Brief.17

- **Student Participation:**
 - The LEA 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
- **Participating Agency:**
 - If a purpose of a child's IEP Team meeting will be the consideration of postsecondary goals for the child and the transition services needed to assist the child in reaching those goals, the LEA, to the extent appropriate, and with consent, must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services to attend the child's IEP Team meeting.

http://idea.ed.gov/explore/view/p_not_dynamic_TopicBrief.17

Roles and Support within Transition Planning



STUDENTS: *Have I told you lately....?*

- *What do I like to do?*
- *What do I not like to do?*
- *What are my dreams for my future?*
- *Where do I want to live as an adult?*
- *What kind of job do I want to have?*
- *What do I need to work on to get a job?*
- *Who can help me?*



What can STUDENTS do?

- Talk to their CTE Coordinator or career center at school.
- Complete an interest survey.
- Volunteer
- Ask questions. *Do you know someone who does a job that interests you? Can you take a tour? What do they like about their job?*
- Visit colleges and training programs to find out about requirements.

PARENTS

As parents, your involvement in the transition process includes:

- becoming aware of options;
- inviting new people into your child's life;
- staying flexible;
- asking questions;
- sharing what you know about your child; and
- advocating for your child's needs.



<http://www.pacer.org/transition/resource-library/publications/NPC-22.pdf>

What can PARENTS do NOW?

At Home

- Does your child have chores and responsibilities?
- Do they have a bank account?
- Are they able to acquire a driver's license or access public transportation?
- **Does your child have SELF-ADVOCACY SKILLS?**

In the Community:

- Do you know how to access community resources?
- Can your child go to work with you for a tour/visit?
- Have you considered networking with friends and relatives about their jobs and opportunities?
- Have you visited local colleges or training schools?

STAFF SUPPORTS: *Not “just a teacher” anymore!*



- Teachers
- Case Managers
- Transition Coordinators
- School Counselors
- CTE Educators
- School Psychologists
- Job Coaches
- Assistive Technology Specialists
- Related Services Staff

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Community Partners

WHO are they?

- VR Counselors
- Job Coaches
- Community Rehabilitation Providers
- Advocates
- Clinical Therapists or Medical Professionals
- Social Workers
- Anyone from a community agency that works with the student
- **EMPLOYERS**



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HOW do we facilitate the COLLABORATION?



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Annual SEPTA KICK-OFF

@ Elon University



FOOD, FUN, AND FRIENDS!

Learn about **COMMUNITY RESOURCES** that can help your students and their families!

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Annual Transition Fair



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Employability Seminar



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Alamance Community College - Career College



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Project SEARCH



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Group Activity

If you are here with someone from your district/school, please partner with them and complete the planning tool that was provided as a handout.

We want you to think about a goal or activity that will focus on an area within secondary transition that you want to implement this year. Where do you see the need for more involvement?

- Students
- Parents
- Teachers/Staff
- Community Agencies

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Share out

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Questions?



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Session 36 – Secondary Transition- Who’s at the table?

Planning Tool

We want you to think about a goal or activity that will focus on an area within secondary transition that you want to implement this year. Where do you see the need for more involvement?

- students
- parents
- teachers
- community agencies

I or my district would like to implement:

Who will I need at the table?

Things to consider (budget/funding, permissions, logistics, timelines):

What is my first step?

