



Public Schools of North Carolina

EC Director's March Institute

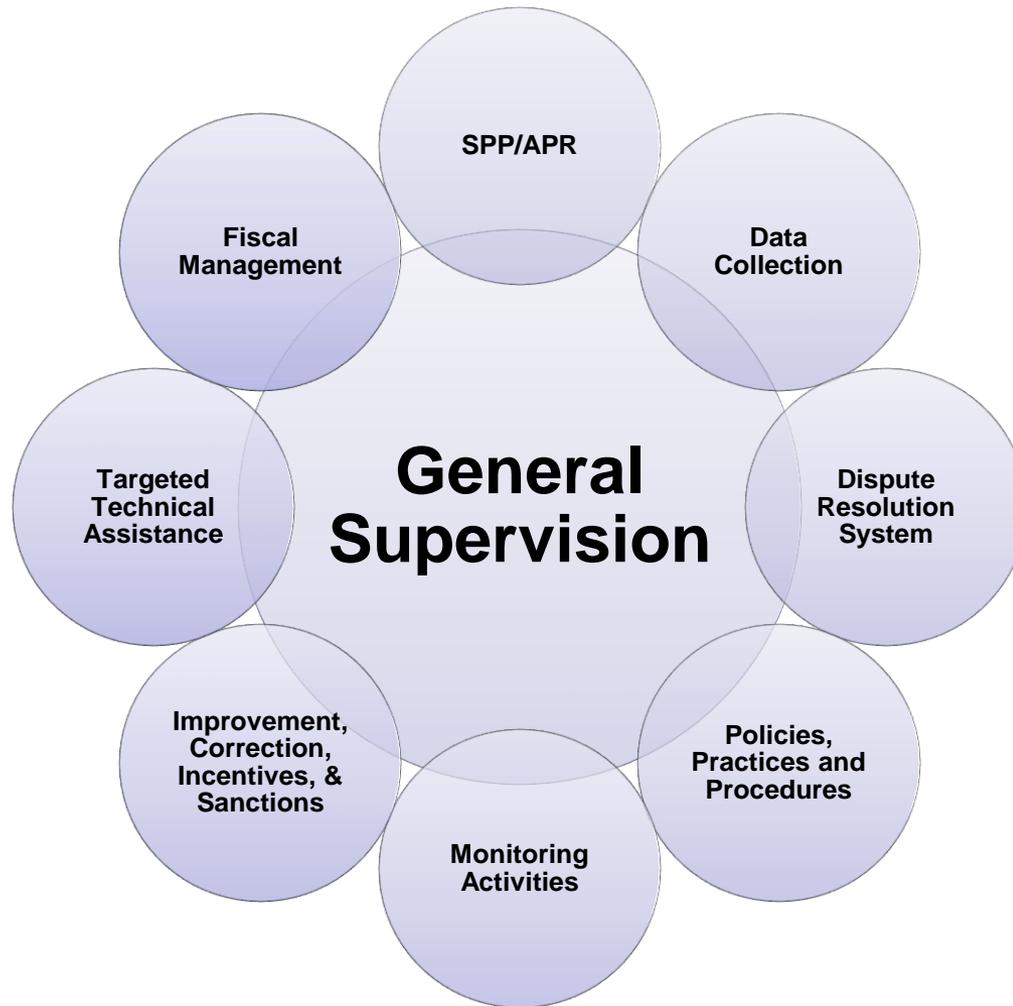
Intermittent Transitions
Engagement/Continuum of
Transitions
March 2016

Welcome

In this session, we will:

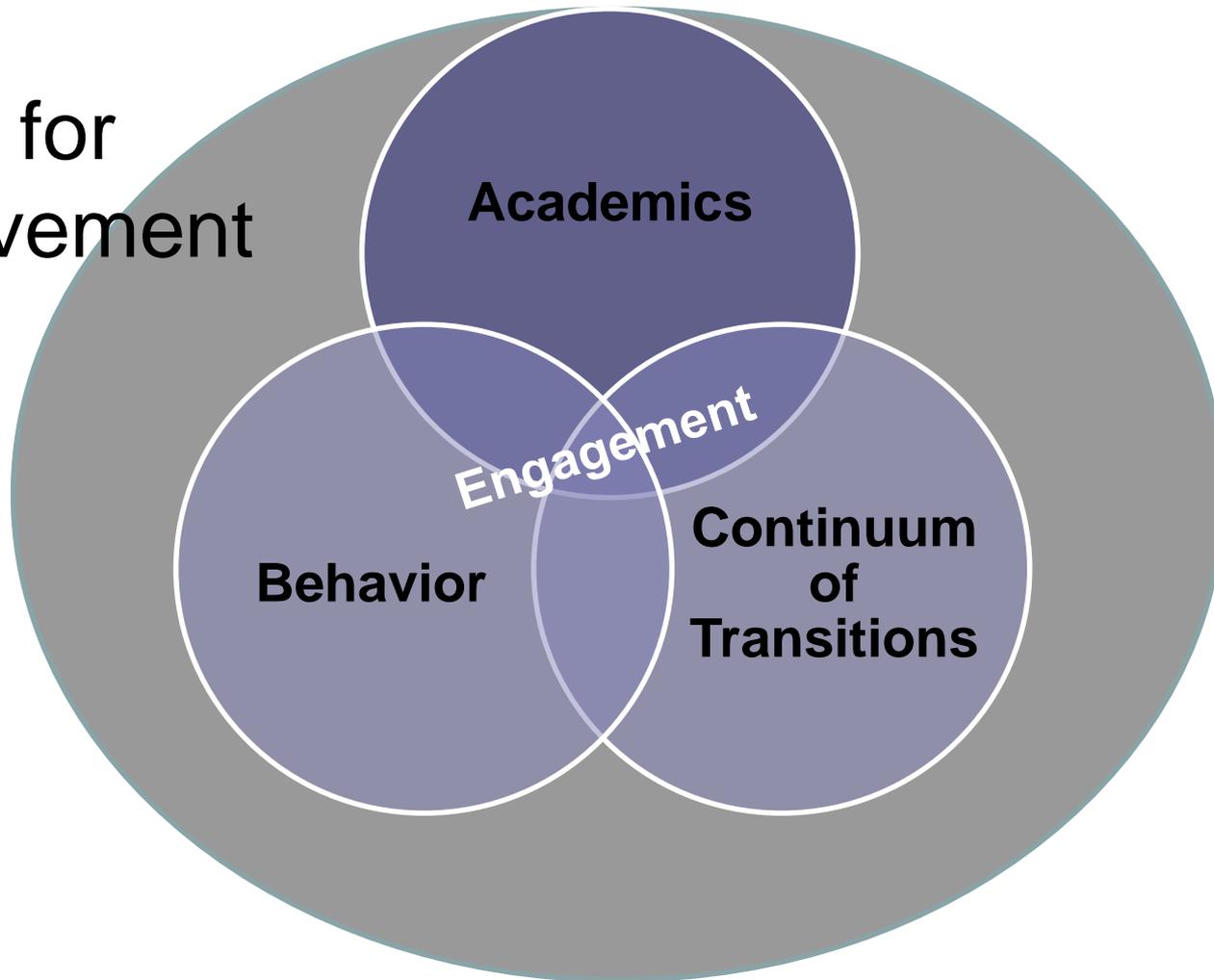
- Review the Transition Indicators and Intermittent Transitions
- Review research related to Intermittent Transitions
- Discuss strategies and resources for supporting the Intermittent Transitions







SSIP: Focus for Improvement



This Professional Learning Supports Improved Graduation Rate for Students with Disabilities by:

Engagement

Academics

- Active implementation of evidence-based instruction, preK through secondary
- Local capacity building
- Technical and adaptive leadership
- Comprehensive and efficient assessment system
- Student, Family, Staff, and Community Engagement

Behavior

- Active implementation of evidence-based behavioral programming, preK through secondary
- Local capacity building
- Culturally responsive instruction
- Positive school/class climate
- Comprehensive and efficient assessment system
- Student, Family, Staff, and Community Engagement

Continuum of Transitions

- Active implementation of evidence-based transition practices, preK to post-secondary
- Local capacity building
- Systemic and coordinated supports (including wraparound), preK to post-secondary
- Consistent attendance
- Extracurricular and/or employment opportunities
- Student, Family, Staff, and Community Engagement



Continuum of Transitions

The collective set of student transitions include

Part C-Indicator 12, Intermittent Transitions, and Secondary Transition-Indicator 13, and are all

processes involving the engagement of the student, school staff, agencies, and families to develop an intentional plan to promote graduation and positive post school outcomes.



Indicator 12

Early Childhood

- **Compliance Indicator**
 - Target = 100%
- **Measures Effective and Timely Transition**
 - Percent of children served and referred by Part C (Infant-Toddler Program) prior to age 3, who are found eligible for Part B (Preschool Program), and who have an IEP developed and implemented by their third birthdays.
- **Resources & Guidance Documents**
 - Refer to Indicator 12 Transition Resources



Indicator 13

Secondary Transition

- **Compliance Indicator**
 - Target = 100%
- **Measures Effective and Timely Transition**
 - Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority." (20 U.S.C. 1416(a)(3)(B))
- **Resources & Guidance Documents**
 - Refer to Indicator 13 Transition Resources



Indicator 14

Post School Outcomes

- **Not a Compliance Indicator**
 - Target = state sets these targets
 - (A) 39.5% (B) 62.5% (C) 73.5%
- **Measures Effective and Timely Transition**
 - Percent of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and were:
 - A. Enrolled in higher education within one year of leaving high school.
 - B. Enrolled in higher education or competitively employed within one year of leaving high school.
 - C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
(20 U.S.C. 1416(a)(3)(B))
- **Resources & Guidance Documents**
 - Refer to Indicator 14 Transition Resources



IES Practice Guide: Dropout Prevention



Transition-Related Drop Out Prevention

- **Diagnostic (prior to transition):**
 - Review student-level data to identify risk of dropping out
 - Assess the student's sense of engagement

Dynarski, Clarke, Cobb, Finn, Rumberger, & Smink, 2008



Transition-Related Drop Out Prevention

- **Targeted Intervention
(coordinated during transition):**
 - Assign adult advocates to students at risk of dropping out
 - Determine plans for academic support

Dynarski, Clarke, Cobb, Finn, Rumberger, & Smink, 2008



Intermittent Research

10 Indicators of Academic Achievement and Youth Success

1. High School Graduation
2. 9th to 10th Grade Promotion
3. Preschool Enrollment
4. 4th Grade Reading Proficiency
5. 8th Grade Math Proficiency
6. 8th Grade Science Proficiency
7. College Enrollment among Young Adults
8. Voting among Young Adults
9. Volunteering and Service among Young Adults
10. Participation in Extracurricular Activities

Center for Child and Family Policy-Duke University July 2011 Report



District Panel Members

- Julie Askew and Betsy Stanwood, Wilmington (located in New Hanover County)
- Lynn Metcalf and Adam Parent, Hendersonville (located in Henderson County)
- Amanda Byrd and Lisa Rathert, Hickory City (located in Catawba County)





Public Schools of North Carolina

Intermittent Transitions

Every Ed to Special Ed
New Hanover County
Schools

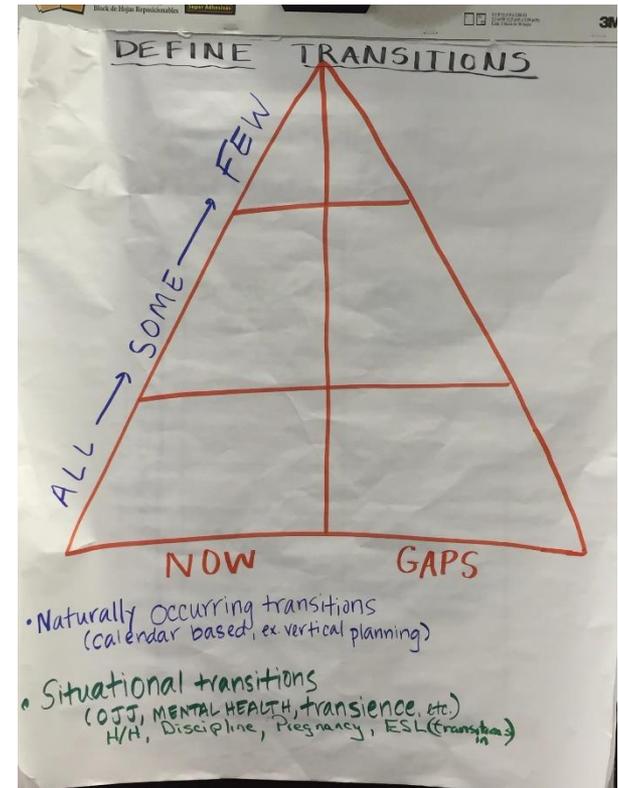
District-wide Dropout Council

- middle and high school principals and designated assistant principals
- high school graduation coaches
- school counselors
- high school CTE facilitators
- ESL parent liaison
- Title I principal coach
- special education transition specialist
- special education lead behavior specialist, psychologist
- special education director
- K-8 day treatment staff: principal and teachers



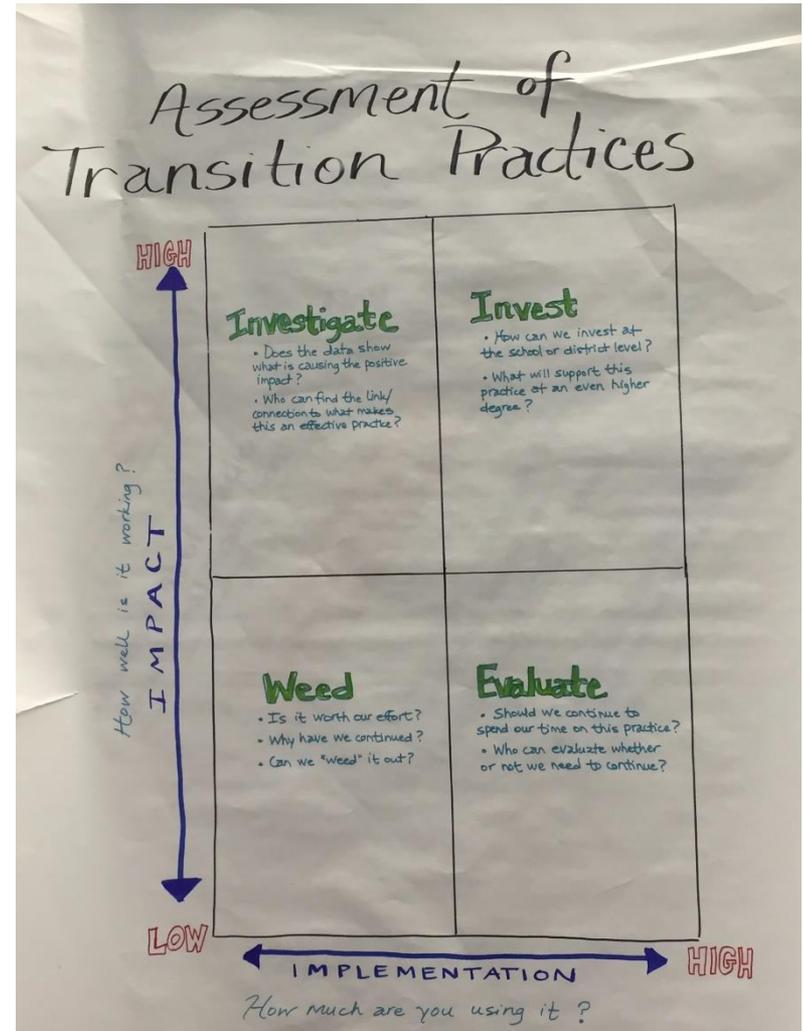
Dropout Council Transition Committee

- One of 5 committees formed from stakeholder feedback
 - data reporting/analysis
 - safe learning environments
 - attendance
 - support for transitions
 - making the most of instruction
- Purpose: define “natural” and “situational” transitions and determine current and needed supports for student success
- Process: group assessment of transition practices



ASSESSMENT OF TRANSITION PRACTICES

- INVEST
 - How can we invest at the school and (or) district level?
 - What will support this practice at an even higher degree?
- INVESTIGATE
 - Does the data show what is causing the positive impact?
 - Who can find the link/connection to what makes this an effective practice?
- EVALUATE
 - Should we continue to spend time on this practice?
 - Who can evaluate whether or not we need to continue?
- WEED
 - Is this worth our effort?
 - Why have we continued?
 - Can we "weed" it out?



Transition Committee Outcomes (thus far)

- Natural Transition Recommendations
 - Use district transition document with fidelity
 - defined processes on use of document
 - Develop fidelity timeline of activities for document
 - use PreK through High School
 - to include school assignment processes
 - Apply clear channels of communication...KEY to success in the activities
 - Utilize early planning guidance
- Situational Transition Recommendations
 - Develop and share a flowchart of contacts (school and agency) for different types of situations
 - Provide opportunities for staff development annually for review of process/flowchart



Special Education Transition Activities

ELEMENTARY TO MIDDLE

- January-May Timelines
- Networking Meeting
 - Agenda
 - Guiding Questions
 - Testing Guidelines

MIDDLE TO HIGH

- January-May Timelines
- Networking Meeting
 - Agenda
 - Guiding Questions
 - Transition Wiki: FR-OCS Information
 - Testing Guidelines



Contact information

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Public Schools of North Carolina

Henderson County Public Schools

Intermittent Transitions

Lynn Metcalf EC Director
Adam Parent Assistant EC Director

Benefits of our Process: School

- ▶ Increased Graduation rate of EC students
- ▶ Higher Fidelity in Teacher position allocations
- ▶ Assures correct program placement
- ▶ Assures students EC services start Day 1 of school
- ▶ Allows schools to schedule appropriately during the summer.
- ▶ Assures continuation of progress monitoring and specially designed instruction.



Benefits to our Process: Families

- In school-to-school IEP meetings parents stress/anxiety levels are eased knowing where their child will be attending school.
- Families are able to meet with the new school and have a contact person for their student.
- Allows for parent input for the continuation of the IEP.



First Steps: EC District Office

+ Data Managers Pull: Current School, Districted new school, Disability Classification, and Service level for All students (including intensive intervention)

Current School	New School	Case Manager	First Name	Last Name	Current Placement	Disability	Circle Goals	LA Reg	LA Inc	LA Res	Read 180 SPE D or Reg	Math Reg	Math Inc	Math Res	MB
MRE	RMS	Allmon	Jesse	Fish	Regular	OH	R W M B F								

MRE	AVMS	Allmon	Jack	Test	Regular	AU	R W M B F								
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MRE	RMS	Allmon	Amy	Boat	Regular	LD	R W M B F								
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First Steps: EC District Office

▶ EC Directors:

- Set-up meetings for each school at the middle school, 5th-6th and 8th-9th all at one school.
- Get names of students transitioning who are in self-contained/intensive intervention classrooms
- Email expectations for the meeting with Directors
- Middle School transition lead sends a letter to the Elementary schools



Teacher Expectations

Transition Meeting Information Needed

Grade 5 teachers:

- Please bring copies of your AIMSweb Winter benchmark scores for 5th graders with math goals.
- Please bring copies of 3D scores if included in that system or your most current reading/writing assessment scores.
- Please bring copies of district benchmark scores ELA/Math

Grade 6 teachers:

- Please bring specific feedback from planning to actual **service/accommodations** for current 6th graders to offer helpful feedback to 5th grade teaches.

Grade 8 teachers:

- Please bring copies of your Transmath/ District Winter benchmarks and EasyCBM - Math scores (If using in your school) for 8th graders with math goals.
- Please bring copies of the "Classroom Report for Reading Progress" and the "SRI Growth Report for Grade Level" for 8th graders in Read 180 or System 44.

Grade 9 teaches:

- Please bring specific feedback from planning to actual service/accommodations for current 9th graders to offer helpful feedback to 8th grade teaches.



Dear 5th Grade EC Teachers,

During the transition meetings last year, there were questions regarding IEP specifics for students moving into sixth grade. We have put together some information for you.

- Length of Class Periods:

Core classes – 64 minutes
Read 180 – 5 days @ 45 min.

- Accommodations for ELL Students:

Must add the following tests:

**State Identified.....Listening; accommodation of extended time (25 min.) and small group

**State Identified....Reading; accommodation of extended time (35 min.) and small group

**State Identified....Writing; accommodation of extended time (60 min.), read aloud everything,
and small group

**State Identified....Speaking....NO ACCOMMODATIONS

- When writing goals/objectives for comprehension, please do not refer to a particular reading program. Here is an example of what we write on IEPs:

Given a _____ grade reading passage and 10 comprehension questions, _____ will correctly answer _____ out of 10 questions in 2 out of 3 trials by the end of the _____ 9 weeks of 2013-2014.

- EOG tests are now given for Science, Social Studies and CTE (Career Technical Education). The accommodations issued under Classroom Accommodations are the ones used for these tests. Please make sure to address your students' testing needs in these areas.
- Please make sure the student's STAR Reading Test scores are available for us as well as the date the test was taken by the student.



First Steps: EC District Office Continued

- Set a schedule for the days in the schools

Time	Attendees
8:00-8:30	Elem. sending Intensive Intervention: ID Mod, ID Severe
8:30-8:45	Elem. sending Intensive Intervention: ID Mild
8:45-9:15	HES resource
9:15-10:15	BDS resource
10:15-11:30	Clear Creek/Fletcher /Atkinson resource (if needed)
12:30-1:15	HHS Resource Inc./Co-Teaching
1:15-2:15	HHS OCS / SED
2:15-2:45	HHS Certificate

- Meet with and Encourage Principals to participate



The Meeting

- We Bring: Sheets made by Data managers to be filled in, PowerSchool addresses for all students, and EasyIEP for missing info access
- Teachers Bring:

Current School	New School	Case Manager	First Name	Last Name	Current Grade	Disability	Circle Goals	LA Reg	LA Inc	LA Res.	Read 180 SPED or Reg	Math Reg	Math Inc	Math Res.	Math Bonus
MRE	RMS	Allmon	Amy	Boat	Reg	LD	R W M B F								

Fletcher To AVMS - Rising 6th graders 2015

Laurie Stissel

Student	Disability	Goals	STAR G.E.	G5 Dibels	G5 Maze	G5 Aims Web MOY	Benchmark Scores	6th grade LA	6th grade Math	Notes
[REDACTED]	LD	R W M	2.9	42 cwpm @89%	8/14 @57%	cap 10 above 25%ile	R 50, 46 M 44, 40	Resource	Resource	Speech/Language
[REDACTED]	OH	R M	5.1	99 cwpm @98%	17/21 @80%	Cap 9 25%ile	R 30, 38, M 60, 43	Inclusion	Inclusion	ADHD medicated



In the Meeting

- ▶ The district assigns school according to where they live and the level of services the student will need
- ▶ Schools discuss needs in each area filling out sheets accordingly
- ▶ Align service times to schedules
- ▶ Discuss student overall and any extra needs to aid in a smooth transition (equipment, etc.)



Post meeting

- EC department develops caseloads and grants access in EasyIEP to current and new case managers to be able to collaborate on next years IEP.
- New and current teachers set up meeting with parents and amended the IEP or create a new plan as needed.



The Struggle

- In the post meetings we find the current teacher will add items to the IEP that were not discussed in the first meetings (ie: service time and accommodations)
- This impacts:
 - Service time
 - Placement
 - Summer class Scheduling

** Not a problem if both teachers work on IEP development**



Linking to LEA Self Assessment

- ▶ 3.2: Data indicates that students participating in the Standard Course of Study are making progress on IEP goals.
- ▶ 3.3: Data indicates that students participating in the Extended Content Standards are making progress on IEP goals.
- ▶ 3.5: IEPs are developed based on each student's unique needs and relevant progress monitoring data that clearly documents student growth.
- ▶ 5.2: LEA Develops effective implementation plans to support improved outcomes for students with disabilities.



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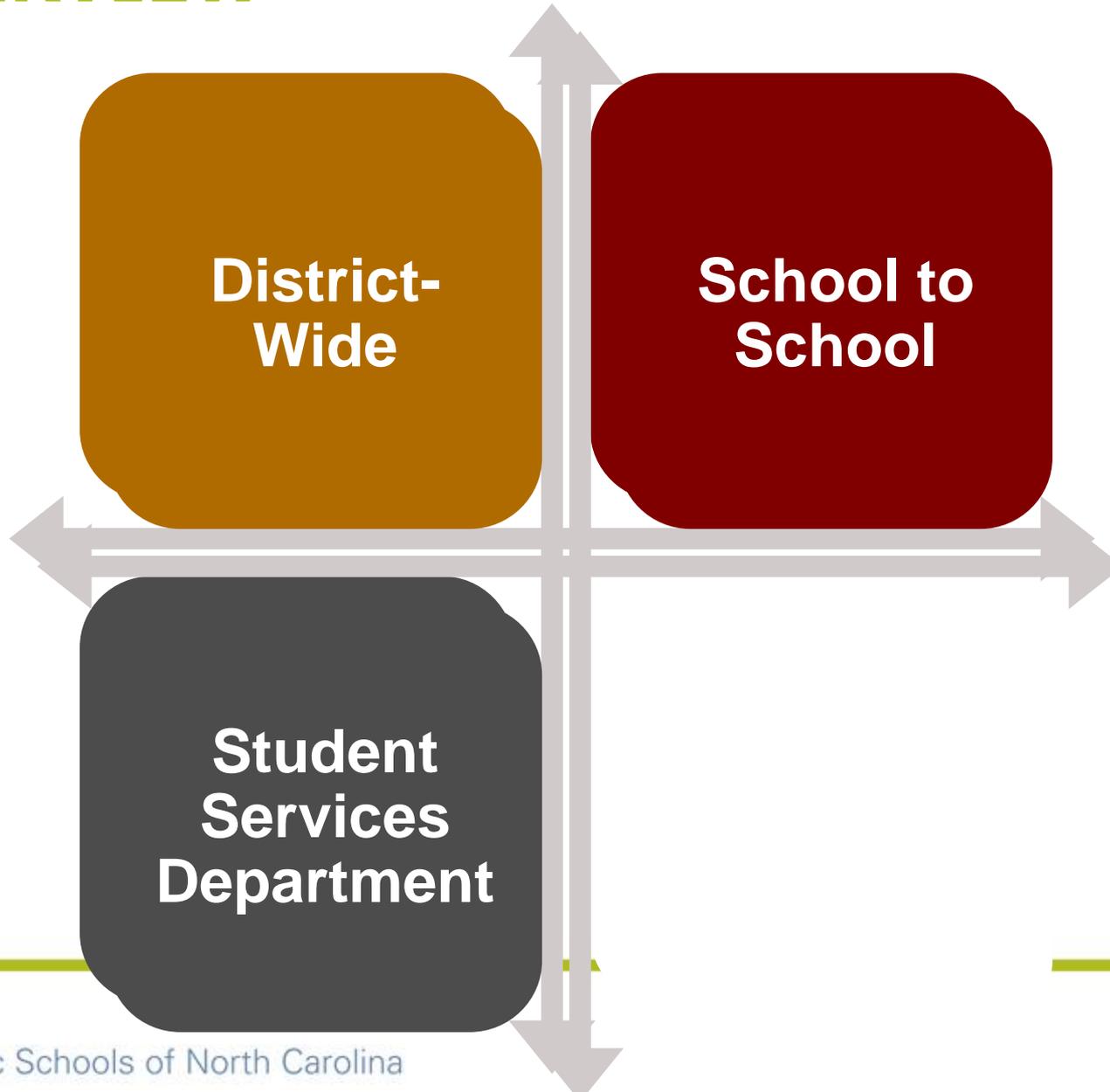


Public Schools of North Carolina

Student Transition Support

Hickory Public Schools

OVERVIEW



School to School (All Students)

- Student Visits
- Parent Nights
- Orientation Day (prior to school starting)
- Transferring Student Process
- End of Year Transfer Procedures Document



District Initiatives

- Olweus Bully Prevention Program
- Capturing Kids Hearts
- PORCH/Backpack Food Program
- United Way (school supplies, fill other basic needs)
- Foster Care Liaison at each school



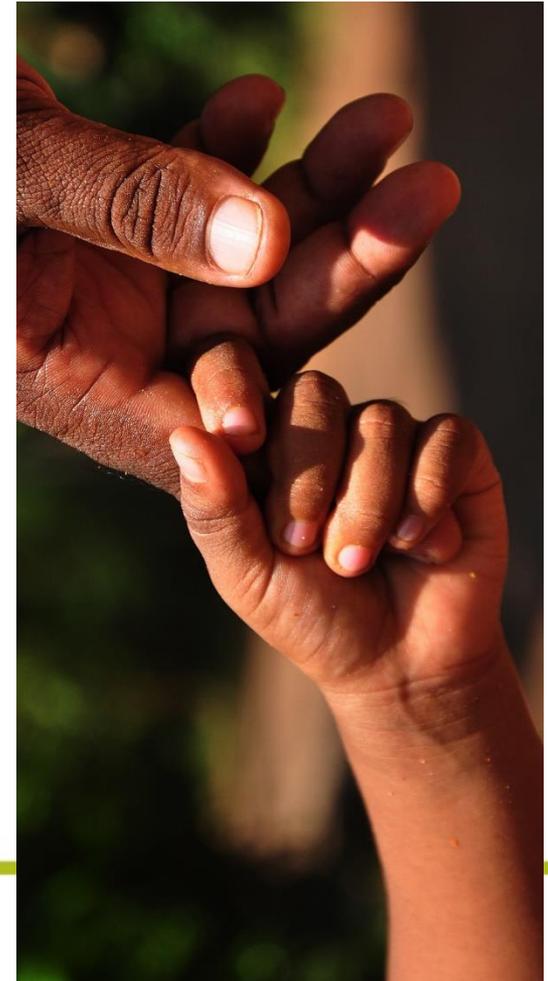
School-to-School

■ End-of-Year EC Transfer Procedures

- EC teachers at each school print lists of transitioning students (Pre-K, 5, and 8). Also print list of transitioning students in Initial Referral process.
- Elementary and Middle School EC teachers schedule and facilitate transition conversations with the receiving Middle and High Schools.
- EC teachers who do not have students in the transfer process follow procedures used for the INACTIVE files to be sent to receiving schools.

■ Folder Exchange Checklist

■ Student Transition Planning Interview



Transition Assessments (Pre-K)

- Age-appropriate skills survey
- Child Outcomes Summary Form
- Parent Interview
- Preschool Speech and Language
- Service Provider and Parent
- Teacher Interview
- Transition from Pre-School



Ongoing Assessment/Surveys

Transition Assessments

- Career Cluster Interest Inventories
- Career Interest Surveys
- Student Transition Interview
- Self-Determination and Self Advocacy Skills
- Student Transition Planning Documents
- Teacher Interviews
- Parent Interviews



School-to-School

EC Seminars:

- Files of transitioning students are audited and corrected (when necessary) to be in compliance
- Transition Checklist: Completed and verified by transferring and receiving schools, signed copies filed
- Scheduled Meeting: Files and relevant/helpful information are exchanged (ES MS, MS HS)
- This process is facilitated between schools and teachers via EC Department



School-Based

School Social Workers

Advocates for Children in Education (ACE) workers in each elementary school and one middle school (2 1/2 days per week)

Half-time/five days per week at HHS and HCAM

School Counselors

One at each elementary school

Two at each middle school

Four at Hickory High School

Two at HCAM plus a Graduation Coach



School-Based

Family Net Therapists

Partnership with Family Net
(provides for therapists through
Medicaid/Insurance)

Mental health therapist (HHS,
HCAM)

Crisis Assistance



Progress Monitoring

IEP Transition Goals Linked to IEP Academic Goals

- EC Data Notebooks
- Informal Observation Notes (service delivery)
- Student progress in individual classes (printouts, graphs, etc.)
- Curriculum-based measurements
- Instructor Comments
- Updated daily/weekly



Contact Information

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Questions?



Table Discussion

What procedures do you currently have in place to support engagement and the indicators of student success?



Table Discussion

What procedures could you put in place to support engagement and the indicators of student success?

Think of one thing that you are willing to commit to doing, and hold that thought for the next activity.

- Note taker needed at each table



Challenge

Using the **“We Support Student Success through**

Engagement/Continuum of Transitions” slip of paper

Record one thing that your LEA/Charter will implement immediately to make a difference in improving engagement to increase graduation and decrease drop-out rates.



Resources

Indicator 12:

<http://nceln.fpg.unc.edu/sites/nceln.fpg.unc.edu/files/resources/GPEarlyChildhoodTransition11-6.pdf>

Indicator 13:

<http://transitionta.org/>

Indicator 14:

<http://transitionta.org/>

Intermittent Transitions:

[Intermittent Transition Planning Strategies](#)



Thank you!

The ECD is here to collaborate with you and to support you with ideas and resources.

Stay tuned...more to come on this topic at your next Regional Meeting.

