

# Interoffice Memo

## The Glenbrook High Schools

TO: Mike Riggle  
FROM: Jennifer Pearson  
RE: Transition Services Presentation  
DATE: September 19, 2012

The District provides transition services to students beginning at the age of 14 ½ through graduation or age of 21 (inclusive). Over the last seven years, the number of students receiving transition services beyond their senior year (ages 18-22) has increased significantly. Below is a brief summary of key points that will be presented to provide the board a general overview of post-school transition planning for students with disabilities and our district's transition services. This agenda item is for informational purposes only. There is no action being requested.

- By law, students receiving special education services are entitled to transition services beginning at age 14 ½ and through graduation or age 21 (inclusive)
- A student who has met graduation requirements may continue to be eligible for transition services, depending on progress toward goals
- Need to evaluate readiness for post-school transition in three key areas: post-secondary education, employment, and independent living
- 9<sup>th</sup>-12<sup>th</sup> graders typically receive instruction within the high-school, with some experience in the community
- Students who have met graduation requirements (18-22) typically receive community-based instruction. In the past, the school where the student was served during their senior year was responsible for the delivery of services. Due to increasing enrollment in transition at Glenbrook South, the strain on building-based resources, the logistical challenges supporting staff and students who are community-based, and the interest to facilitate students' interactions across the district, the model has shifted to a district-level transition delivery model. This model allows us more flexibility to efficiently and effectively meet students needs
- Transition services are determined based on the individual needs of the student. Some students may require transition services for specific activities on a short-term basis; others may require full-day services and stay until their 22<sup>nd</sup> birthday
- A transdisciplinary team of staff support students' needs and services (e.g. transition teacher, job coach, speech pathologist, psychologist, contracted services through NSSSED)
- As the enrollment of students receiving transition services has increased, so have the responsibilities and resources needed
- There are also a number of external factors that create challenges: economic factors affecting families, community, and state agencies; lack of specificity in the laws mandating transition services; state reporting
- There have also been a number of new initiatives that will be discussed to try and overcome barriers

Enc: Presentation Slides

# Transition Services

**An overview for the Board**

**Legal requirements and Current practices**



# Transition Services: Can you define that?

Transition services means a *coordinated set of activities* that is designed to be within a ***results-oriented process*** that is focused on ***improving the academic and functional achievement*** of the student with a disability to ***facilitate movement*** from school to post-school activities. (IDEA 2004, Part B, 614, [d][1][A][VIII]; §300.43[a][1]).

Transition services are based on ***individual student's needs*** and take into account his/her ***strengths, preferences and interests***.

34CFR

Transition services as being “designed to meet (students’) unique needs and **prepare them for further education, employment, and independent living**” (Regulations (2006), §300.1[a]).



# Transition Services Overview

Agenda Item #7

- \* By law, when is a student entitled to services?

**Beginning** with the first IEP to be in effect when a student turns 14 1/2

**Through** graduation or through age 21 (inclusive)

- \* Students may continue to require transition services, even if they completed graduation requirements, depending on progress toward goals. Students may be eligible until the day before their 22<sup>nd</sup> birthday.
- \* District must permit a child to participate in graduation ceremony, even if he/she is continuing transition services after senior year



# Why is it mandated?

- ✱ Students with disabilities are **unemployed and under-employed** upon leaving school compared to their peers who do not have disabilities
- ✱ They **attend post-secondary programs at lower rates** than their non-disabled peers
- ✱ As adults with disabilities, they are **much less likely to be employed than adults without disabilities**. Even when employed, many earn markedly less income than their non-disabled peers.
- ✱ **Failure of previous federal policies and programs to facilitate smooth movement for students from secondary school to competitive employment and higher education**



# Why is it mandated?

- ✱ To improve the future for many children with disabilities, **changes were made to IDEA** and the Rehabilitation Act of 1973 to be held **accountable** for the success of students with disabilities in competitive employment and post-secondary education (Indicator 13 & 14)
- ✱ **All students with disabilities must be provided support services in their education that prepares them to succeed in competitive employment and post-secondary education settings, and their parents must be full participants throughout this transition planning process to create a smooth transition from secondary school service delivery to adult life**



# What are the Components?

- \* **Instruction** (e.g. curriculum, skill development, accommodation)
- \* **Related service** (e.g. speech, technology, social work, transportation)
- \* **Community experiences** (e.g. vocational training, banking, shopping, transportation, touring post-school settings)
- \* **Employment and other post-school adult living objectives** (e.g. career planning, job shadowing, adult benefits planning)
- \* **Acquisition of daily living skills** (e.g. self-care, budgeting, medication management)
- \* **Functional vocational evaluation** (e.g. interest inventories, aptitude and skill assessments)



# How are services delivered in our District?

- ✱ A transition plan is drafted/reviewed when student is articulated to the high school
- ✱ Plans are individualized
- ✱ Here is a general example of what transition may look like across 9th-12th grade:



# 9th-10th Grade Year

- \* High school course work toward graduation
- \* Electives- in vocational interest areas
- \* Special education services to support IEP/transition goals
- \* Co-Curricular involvement
- \* Pre-vocational/vocational experiences (typically in-school)
- \* Self-Advocate/Self-Awareness
- \* Career exploration assessments



# 11th-12th Grade

- ✱ Similar to previous slide, except may increase time and experiences in vocational and independent living skills (medication management, independent living skills, employment readiness, adult recreation/leisure activities, etc.)
- ✱ Job coaching, as appropriate
- ✱ Vocational experiences (move toward community-based experiences, **still driven by schedule**)
- ✱ More involvement with guidance and transition counselors
- ✱ Greater involvement of adult agencies



# Special Education Staffing

- \* Case manager is primarily responsible
- \* Support from special education transition counselor
- \* Job coach in each building
- \* Transition service support through NSSED and DRS, as needed
- \* Other related services, as needed



# Transition Services for 18-22 year olds

Agenda Item #7

- \* Students may continue to require transition services, even if they completed graduation requirements, depending on progress toward goals. Students may be eligible until the day before their 22<sup>nd</sup> birthday.
- \* Students who have met graduation requirements typically “move on” from the school environment and receive **community-based transition services**
- \* Based on IEP team recommendation that student continues to require services to meet IEP goals in preparation for post-secondary education, employment, and independent living skills
- \* Services are no longer driven by school schedule. The following areas are reviewed and addressed based on individual students strengths and needs:



**Independent Living**

**Vocational**

**Social &  
Interpersonal**

**Self Advocacy/Self  
Determination**

**Person Centered Planning**

**Recreation/Leisure**

**Community**

**Functional  
Academics**

**Post School Planning  
& Preparation**



# Transition Services for 18-22 Year Olds

Agenda Item #7

- \* Students may require transition services for a short-time (e.g. a 5th school year) and/or and for specific activities (but not full day) **or**
- \* Students may require full-day services and stay up until the day before their 22nd birthday, then “age out”
- \* The determination may be made at least annually through an IEP meeting, or a student may decide to exit from school-based services at any time
- \* Services were previously delivered through high school serving school
  - \* **Glenbrook Serving High School (GBN, GBS, GBOC)\***
  - \* NSSED Program
  - \* Public/Private Placement where they previously attended



# Glenbrook Transition Services: Staffing

## **Glenbrook Serving High School (GBN, GBS, GBOC)**

- \* Transition teacher is primarily responsible
- \* Job coaches/Aides
- \* Related Services (e.g. speech and SW) for social skills development, behavior support
- \* Psychological services for evaluation and eligibility for adult home-based services
- \* Contracted vocational services through NSSSED
- \* Transition service support through NSSSED and DRS
- \* Other related services, as needed
- \* Support from district office staff



# The Direction of Transition Services

## **Glenbrook Serving High School (GBN, GBS, GBOC)**

- ✱ Transition is not a place, it's a service
- ✱ We have various sites that students may receive their transition services, including:
  - ✱ The building we sub-lease in Glenview from NSSED.
    - ✱ Great site, easy access to community and public transportation
  - ✱ The Glenbrook Off-Campus Center
  - ✱ The community
  - ✱ The two high school buildings, if needed



# The Direction of Transition Services

## **Glenbrook Serving High School (GBN, GBS, GBOC)**

### **\* Services have become more district-based**

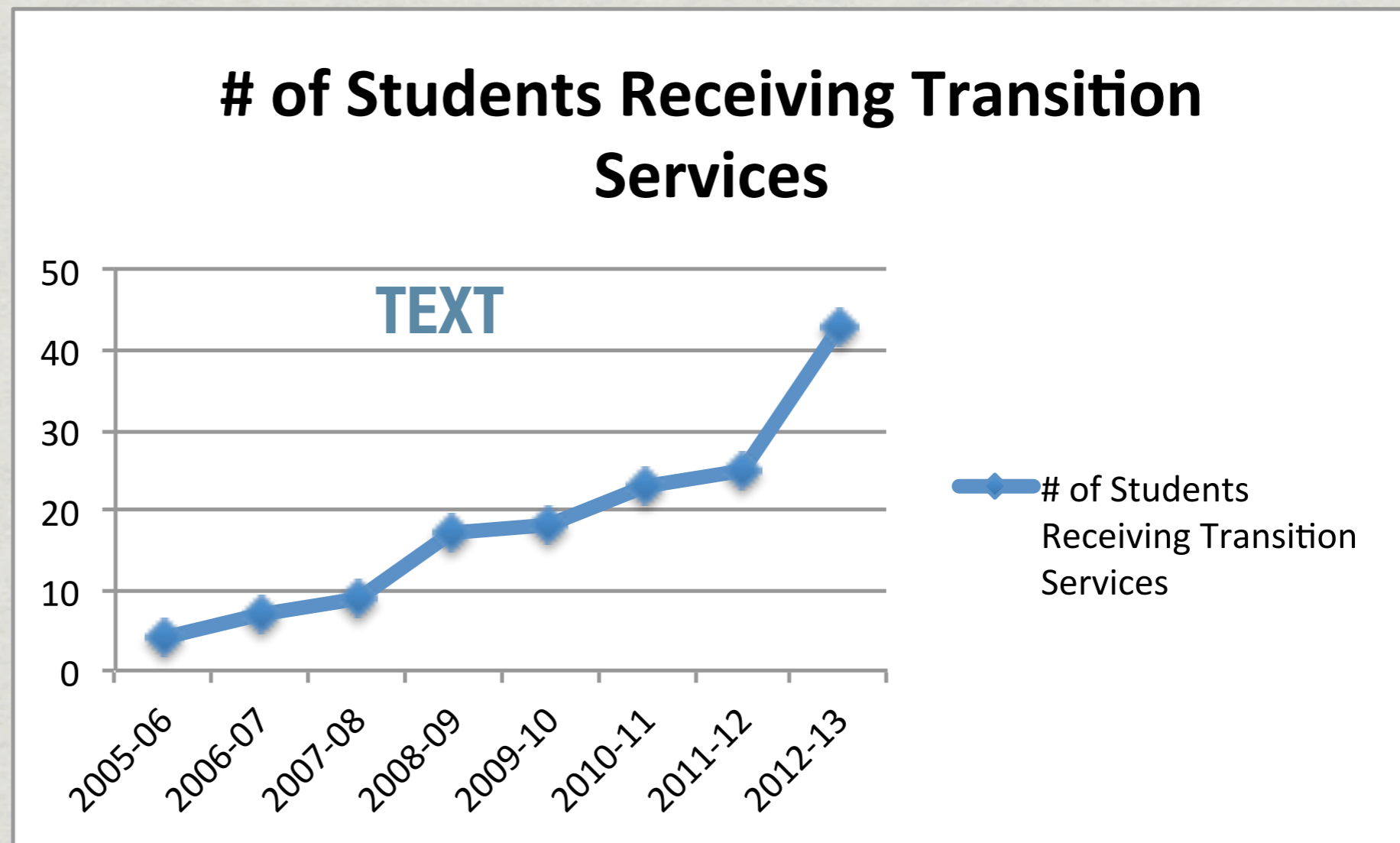
#### **\* Delivery model shifted for a variety of purposes:**

- \* Students are community-based, not at the high school**
- \* Shared resources and efficiencies**
- \* Collaboration between transition teachers given their unique role**
- \* Building larger network and peer group for students and families**
- \* Require additional support and resources from district special education administration**



# Challenges: At the Program-Level

\* Increasing numbers of students requiring transition services



2005 SUB-LEASED FROM NSSD > 2010 GBOC LAUNCHPAD > 2012 DISTRICT-BASED GIVEN GBS NUMBERS



# Challenges: At the Program-Level

- ✦ **Increasing responsibilities for the transition teachers**

- ✦ Identifying or developing curriculum for transition topics
- ✦ Responsible for individualized instruction and unique schedules
- ✦ Clerical tasks (records, student time sheets, obtain supplies and materials, transportation tracking, student attendance)
- ✦ Vocational training/job coaching/job development
- ✦ Supervision of job coaches/aides
- ✦ Arrange transportation (public and special), monitor billing
- ✦ Communication/coordination with team, families, local businesses, adult agencies
- ✦ Manage the daily care and safety of students with increasingly more complex needs



# Challenges:

## At the Program-Level

- ✦ May need to recommend additional supports to address increased needs due to enrollment in transition
- ✦ Need to identify a way to support low-income families in transition, so their students may have funds to spend in the community (ex. breakfast club, social plans among peers). Explore donations, fundraising, or student assistance fund



# Challenges: At the District-Level

- \* Difficulties with creating linkages through interagency collaboration (a requirement in the special education law)
- \* Graduation outcomes misleading; students are continuing to receive transition services are reflected negatively on school report card graduation rates
- \* Families seeking more resources from the school
  - \* Possible contributing factors:
    - \* financial (can't afford to privately fund)
    - \* fewer community resources (cuts to programs),



# Challenges: At the State-Level

- ✱ Lack of definition in the law
  - ✱ Terminology is undefined (appropriate, reasonable,
  - ✱ Extent to which school districts are responsible and when they have met their responsibility
  - ✱ Case law provides only definition for districts regarding what is reasonable, what is a (free, appropriate, public education (FAPE)
- ✱ Other state departments report they are “a payer of last resort” (ex. medical, residential/CILA)
  - ✱ Affects students receiving services if students are still in school; makes linkages beyond school prior to graduation challenging



# Challenges:

## At the State-Level

- \* State is lacking resources for many students
  - \* Example of gaps in service
    - \* Social Opportunities
    - \* Extended job coaching
    - \* Independent living options, with support



# Opportunities

- \* We are communicating with families and agencies to create sustainable social opportunities
  - \* Examples: Partnership with NSSRA to serve new interest group; staff and families working with YMCA (rather than developing new school social options that only delay the inevitable)
- \* Parent Empowerment/Networking
  - \* Parent are joining together to share resources (PEP Group); Parents are creating “Cooperatives” to build resources (TotalLink2Community)
- \* Staff and parents in the state are advocating change
  - \* Ligas Class Action Law Suit, Legislative Breakfasts, participation on state level advocacy committees



# District Transition Resources for Families

\* <http://www.glenbrooktransition.org>

\* Transition Counselors: Ron Gatchalian and Julie Smith



Questions/Comments?