



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Transition Bill of Rights: State and Federal Legislation

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AGENDA

❖ Secondary Transition UPDATES

- 2015-16 Indicator #13 Data
- *Transition Bill of Rights*
- Next Generation Accountability System/CCR
- Teacher Course Student (TCS) Data Collection
- **EdSight** – Transition/Vocational Services (public & non-public)
- Standards Based IEPs & IEP Goal Writing
 - *CORE Transition Skills*
- Post-School Outcome Survey (Indicator #14)
- IEPs vs. 504 Plans vs. Student Success Plans (SSP)

❖ BRS Referral Protocol & Transition Services

❖ Benefits/Section 301 – Supplemental Security Income (SSI)



AGENDA

❖ Workforce Innovation & Opportunity Act (WIOA)

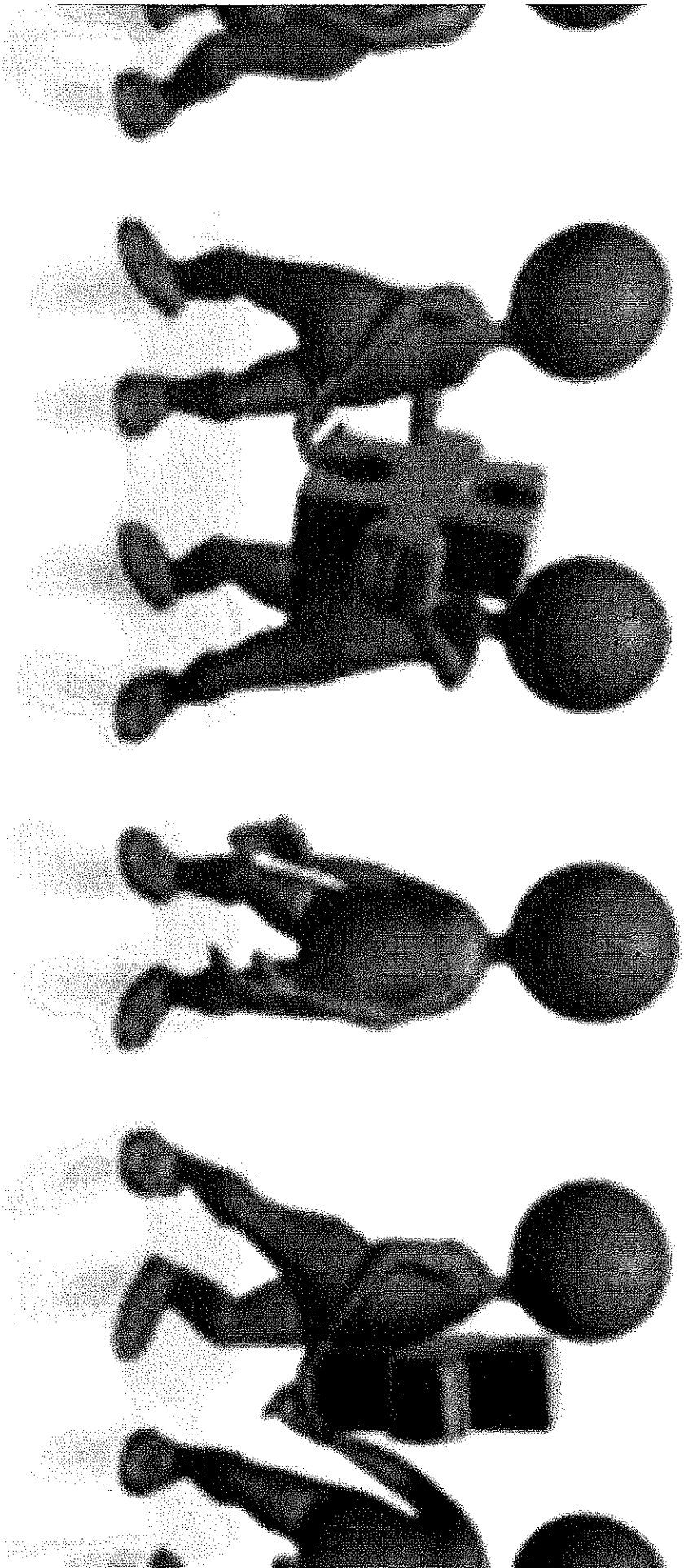
- Level Up Services – Pre-Employment Transition Services
- Working Papers/Youth Rules – Preparing the 21st Century Workplace
- Every Student Succeeds Act (ESSA)
- Section 511 – Subminimum Wage

❖ Department of Developmental Services & WIOA

❖ Secondary Transition Resources

- ✓ CSDE Secondary Transition Website
- ✓ CT Transition Community of Practice 2016-17
 - Transition Timeline
 - Guidelines for Community-Based Transition Services (18-21)
 - www.cttransition.org
- ✓ Summer Symposium on Secondary Transition – **June, 2017**
- ✓ UCONN Transition Certificate Program





Indicator #13 – 2015-16 Cumulative Data

School Year	Indicator #13	Non-Compliance # of LEAs	Percentage
2009 - 2010	77.8%	124	86.7%
2010-2011	93.8%	74	52%
2011-2012	99.7%	13	9.1%
2012-2013	99.98%	2	1.4%
2013-2014	99.7%	9*	6.29%
2014-2015	99.92%	9*	6.29%
2015-2016	99.93%	7* (2)	4.93%

Secondary Transition Planning IEP Checklist

- ❖ Self-assessment tool to ensure that all components of Indicator #13 compliance have been addressed for every transition-age student via the IEP.
- ❖ Corrective actions for Indicator #13 noncompliance
 - All secondary case managers review one IEP with checklist
 - Review checklist responses with administrator
 - Submit IEP and checklist for all or 25% of case managers
 - Report individual checklists on Summary Form
 - Identify lessons learned and plans for improvement
- ❖ Corrective action for substantial noncompliance – 2015-16 (2 districts)



Secondary Transition Planning IEP Checklist*

Connecticut State Department of Education

Student: _____ SASID #: _____ Date of Birth: _____

Case Manager: _____ Annual Review Date: _____

*NOTE: Refer to IEP Manual (<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/IEPManual.pdf>) for specific instructions.

- ☐ 1. Student/Parents informed about secondary transition/IEP transition planning (e.g., *Building a Bridge, IEP Manual*)
- ☐ 2. Student Success Plan: Obtain a copy of the student's Student Success Plan to ensure that related information (i.e., career planning, academic goals) are coordinated between the two documents.
- ☐ 3. Reason for Meeting: "Transition Planning" (IEP, Pg. 1, PPT Cover Page)
- ☐ 4. Student/Parent Input and Concerns (Pg. 4/Present Levels of Academic Achievement and Functional Performance)
- ☐ 5. Present Levels of Performance (PLOP): (Pgs. 4 & 5) – All areas should be viewed through a "transition lens" – What are the implications for each of the areas listed on pgs. 4 & 5 of the IEP with regard to a student's transition planning?
- ☐ 6. Present Levels of Performance (PLOP): (Pgs. 4 & 5) – **MUST** be Annual Goal for any area with information under "Needs & Concerns" – Conversely, since there **MUST** be at least 2 transition Annual Goals, there **MUST** be information under "Needs & Concerns" for the Vocation/Transition row.
- ☐ 7. PLOP: Vocation/Transition row **MUST** include transition assessment results and plain-language statement of current performance/skill level in column 1 (Pg. 5). Areas of "Needs and Concerns" **Must** also be filled in.
- ☐ 8. Age-Appropriate box: (PLOP- Pgs. 4 & 5) – If this box is checked, please elaborate in the IEP regarding what is meant by "age-appropriate" for that category – What is "age-appropriate" to one person may not be "age-appropriate" to another person working with the same student. Please clarify.
- ☐ 9. Student is 16 or older and transition planning is required (Pg. 6, #1) – Second box **MUST** be checked for any IEP in which the student has transition goals/objectives – regardless of age of student.
- ☐ 10. Student invited to PPT (Pg. 6, #2)–Response **MUST BE** "YES" and invitation documenting that student was invited must be included in student file. Prefer student to have OVN invitation vs. being on Parent's invitation.
- ☐ 11. Name and date(s) of transition assessment(s) completed prior to PPT, since last annual review: (Pg. 6, #3)

RESOURCE: http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Transition_Assessment_Manual.pdf

[illegible]



Transition Bill of Rights

For Parents of Students Receiving Special Education Services

A student with an individualized education program (IEP) has certain rights under both federal and state laws. This *Transition Bill of Rights* for parents of students receiving special education will help parents and students understand a student's rights related to getting an education and other important issues regarding the transition to life after high school. School districts will provide this document annually at a planning and placement team (PPT) meeting to all parents, guardians, and surrogate parents of students who are receiving special education services in Grades 6-12 as well as to students who are 18 years of age or older.

Students, parents, guardians, and surrogate parents are important members of the PPT. Parents, guardians, surrogate parents, and students 18 years of age or older have the right to receive a copy of *Procedural Safeguards in Special Education* which explains the rights and responsibilities in the federal law called the Individuals with Disabilities Education Act (IDEA). These procedural safeguards are provided at least annually at a PPT meeting by each school district. This publication describes a student's right to a free and appropriate public education (FAPE) in the least restrictive environment (LRE) through specialized instruction and related services in a student's IEP.

Students with an IEP have a right to:

1. Receive secondary transition services through their IEP starting at least at age 16, or younger if desired and recommended by the student's PPT.
2. Receive appropriate individualized education services through the end of the school year in which they turn 21 OR until graduation with a regular high school diploma. The school year is defined as July 1 through June 30. This decision is typically recommended by a student's PPT.
3. Attend all PPT meetings, including those related to transition planning, to represent their education/training, employment, and independent living interests, preferences, and strengths.
4. Assist in the development of their IEP with accommodations and modifications designed to meet their unique needs.
5. Develop realistic and specific post-school outcome goal statements (PSOGS) that are measurable, based on their individualized needs and interests, and reviewed annually as part of their IEP.
6. Receive secondary transition services and related supports to help them prepare to meet their post-school goals in postsecondary education/training AND employment, and independent living skills if appropriate.
7. Assist in developing annual goals and objectives to include but not be limited to those areas in the *Connecticut CORE Transition Skills*, such as health care, transportation, self-determination, and social skills.
8. Identify, explore, and connect with outside agencies as appropriate, including but not limited to the following adult service agencies: Department of Developmental Services (DDS), Department of Mental Health and Addiction Services (DMHAS), Department of Public Health (DPH), and the Department of Rehabilitation Services (DORS), which includes the Bureau of Education and Services for the Blind (BESB) and Bureau of Rehabilitation Services (BRS) (see *Easing into Secondary Transition*).
9. Be informed on or before their 17th birthday that all parental rights will transition to the student when he or she reaches the age of 18. Under Connecticut law, students may notify the school district (in writing) that their parents, guardian, or surrogate parent shall continue to have the right to make educational decisions with the students when they turn 18.

Continued on next page

10. Request consideration for receiving transition-only services between the ages of 18 and 21 if all transition goals and objectives have not been met during their previous years in high school. The following conditions are required:

- a. Students have met all academic requirements for graduation.
 - b. PPT makes the recommendation for transition-only services that must be reviewed at least annually.
 - c. Transition-only services must be a coordinated set of individualized activities but do not need to be a specialized "program."
 - d. Transition-only services must provide students with the opportunity to spend at least 80 percent of their time with nondisabled peers.
 - e. Students are entitled to participate in graduation activities upon completion of academic requirements or at the conclusion of transition-only services - this is a decision to be made by the student, parents, and/or guardians or surrogate and the PPT.
 - f. If students participate in transition-only services, the date on their diploma or certificate will be the date that they exit high school (either aging out at 21 or with a diploma or certificate).
- In addition, the following should also be considered:
- g. Transition-only services are typically discussed during the senior year of high school.
 - h. Transition-only services are not needed for graduation but may include academic, vocational, and independent living

If students have questions or have a problem asserting any of these rights, they should first speak to their teacher, school case manager, school counselor, and parent/guardian or surrogate parent. If additional help is needed, students (or their parents, guardians, or surrogate parent) have the right to file a complaint, ask for mediation and, if needed, ask for an impartial due process hearing by contacting the CSDE Due Process Unit at 860-713-6928. For more information, download a copy of the publication Parent's Guide to Special Education or obtain a copy from the school.

For additional help with transition or special education, call the CSDE at 860-713-6910 or visit <http://www.sde.ct.gov/sde/specialeducation>. For assistance in understanding the provisions of the IDEA, call Connecticut's federally designated Parent Training and Information Center, the Connecticut Parent Advocacy Center (CPAC) at 800-445-2722, e-mail cpac@cpacinc.org, or visit <http://www.cpacinc.org/>.

activities that will help students meet their post-school goals.

- i. Transition-only services should be based in the local community to the greatest extent possible in order to prepare students for life after high school.

11. Actively participate in the development and revision of their Student Success Plans, which are required for all students in grades 6-12 to address career, academic, and social/emotional behavioral skills to prepare for life after high school.

12. Receive, along with their parents, guardians, and surrogate parent transition resources and other information regarding IEPs developed by the Connecticut State Department of Education (CSDE) and their school such as:

- *Assistive Technology and Postsecondary Transition Building A Bridge: A Transition Manual for Students*
- *Connecticut CORE Transition Skills Checklist*
- *Easing into Secondary Transition: A Comprehensive Guide to Resources and Services in CT*
- *Transition Assessment Resource Manual*
- *Stepping Forward: A Self-Advocacy Guide for Middle and High School Students*
- *Student Success Plan Crosswalk*
- *Technology & Transition: Resource Guide to Creating and Sustaining an AT Assistive Technology Team at the High School Level*

Transition Bill of Rights – (PA 15-209)

- ❖ Beginning with the 2015-2016 school year, and each school year thereafter, the SDE shall provide the bill of rights to boards of education for distribution at a PPT meeting to parents of children receiving special education in grades 6 through 12.
- ❖ Provide to parents, surrogate parents and students relevant information/resources re: IEPs developed by CSD E, **including information relating to transition resources and services for HS students.**
 - *Building A Bridge*
 - *Parents Guide to Special Education*
 - *IEP Manual*
- ❖ Document in IEP – Page 10



Student: _____ Last Name, First Name _____ DOB: _____ mm/dd/yyyy _____ District: _____ Meeting Date: _____ mm/dd/yyyy

SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA

- For students whose behavior impedes her/his learning or that of others, the PPT has considered strategies, including positive behavioral interventions and supports to address that behavior, and :
☐ NA ☐ A behavioral intervention plan has been developed ☐ IEP Goals and Objectives have been developed to address the behavior. ☐ Other (specify): _____
- For students with limited English proficiency, the PPT has considered the language needs of the student as they relate to the student's IEP and recommended the following:
☐ NA ☐ Recommendation: (specify) _____
- For students who are blind/visually impaired (V): ☐ NA ☐ Instruction in braille or use of braille is being provided, as required. ☐ The PPT has determined, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future need for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for this student.
- For students with print-related disabilities (such as SLD/Dyslexia, blind/V, physical limitations or organic dysfunction): ☐ NA ☐ The PPT has considered accessible instructional/educational material (AEM) and/or accommodations noted on page 8 of the IEP-- if so which format/accommodation utilized: ☐ Large Print ☐ Digital Text ☐ Audio ☐ Other (specify): _____
- For students who are deaf or hard of hearing: ☐ NA ☐ See attached required *Language and Communication Plan* (Form ED638) -- The PPT has determined (after considering the student's language and communication needs), opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode, and considering whether the student requires assistive technology.

PROGRESS REPORTING

- A report of progress toward meeting the Measurable Annual Goals and Short Term Objectives included in this IEP will be sent to parents periodically, according to the following schedule:
☐ Quarterly ☐ Consistent with grade level report cards ☐ Other (specify): _____

EXIT CRITERIA

- Exit Criteria: Student will be exited from ☐ Ability to succeed in Regular Education without Special Education support ☐ Graduation ☐ Age 21 ☐ Other: _____ (specify)

INFORMATION ON IEPs and SECONDARY TRANSITION

- Parents, including Surrogate Parents and the student if 18 or older have been provided (☐ electronically or ☐ in hard copy) with relevant information and resources relating to IEPs created by the CSDE (including, but not limited to, information relating to transition resources and services for high school students) immediately upon the formal identification of any child as a child requiring special education and at each PPT meeting thereafter: ☐ Building a Bridge ☐ Parent's Guide to Special Education ☐ IEP Manual ☐ OTHER: _____
- The *Transition Bill of Rights* has been provided to parents of students in sixth through twelfth grade to ensure that the PPT discusses transition services: *Transition Bill of Rights*:
☐ is available on the school district website; ☐ is enclosed with this document; ☐ was already provided, reviewed and discussed this school year (date) _____



Next Generation Accountability

Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator	Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	75	93.5	100	93.5	67.9
	High Needs Students	75	88.0	100	88.0	56.7
Math Performance Index	All Students	75	71.8	100	71.8	59.3
	High Needs Students	75	64.4	100	64.4	47.8
Science Performance Index	All Students	75	64.3	100	64.3	56.5
	High Needs Students	75	57.2	100	57.2	45.9
Chronic Absenteeism	All Students	<=5%	16.8	50	33.6	10.6%
	High Needs Students	<=5%	8.7	50	17.4	17.3%
Preparation for CCR	% Taking Courses	75%	50.0	50	100.0	66.1%
	% Passing Exams	75%	14.8	50	29.5	37.3%
On-track to High School Graduation		75%	47.2	50	94.4	85.6%
4-year Graduation All Students (2014 Cohort)		75%	85.1	100	85.1	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		75%	85.4	100	85.4	77.6%
Postsecondary Entrance (Class of 2014)		75%	79.2		79.2	72.8%
Physical Fitness (estimated part rate) and (fitness rate)	96.9% 44.9%	75%	29.9	50	59.8	87.6% 51.0%
Arts Access	41.7%	60%	34.7	50	69.5	45.7%
Accountability Index			890.9	1250.0	71.3	

Next Generation Accountability

INDICATOR 5: PREPARATION FOR POSTSECONDARY AND CAREER READINESS – COURSEWORK

Indicator	Max Points – All Years
Percentage of students in grades 11 & 12 participating in <i>at least one</i> of the following during high school: Two courses in AP/IB/dual enrollment; <i>or</i> Two courses in one of seven CTE categories; <i>or</i> Two workplace experience “courses” in any area.	50

Description (What): This is an access metric. It evaluates whether students in grades 11 and 12 have participated in coursework during high school that prepares them for success in college and/or careers. In recognition of the diverse pathways of our students, credit is awarded if students pursue traditional college-preparatory courses (e.g., Advanced Placement, International Baccalaureate), career-technical education courses, or workplace experience/internship opportunities.

Indicator 5 – College/Career Readiness

		SWD Enrolled in CCR Courses	Total SWDs by Grade	% CCR Course Enrollment
2014-15	Grade 11	2,217	4,952	44.8%
	Grade 12	2,976	5,976	49.8%
Prelim. 2015-16	Grade 11	2,318	5,226	44.4%
	Grade 12	3,701	6,194	59.8%



Teacher Course Student Data Collection

p://www.csde.state.ct.us/public/tcs/



Teacher-Course-Student Dat.. x

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Teacher-Course-Student Data Collection Help Site

Welcome

Welcome to the TCS Help Site

Home
Downloads

Schools Interoperability Framework
SIF INFORMATION

Contacts:

MATERNITY LEAVE
Anticipated return November 2016

Jennifer Leeper
(860) 713-6832
jennifer.leeper@ct.gov

Diane Murphy
(860) 713-6891
diane.murphy@ct.gov

The Teacher-Course-Student (TCS) data collection connects students to teachers and courses. Analyses of TCS data can greatly inform school and district strategies to increase the college and career readiness of all learners (e.g., course-taking patterns and course completion rates for students from different subgroups and schools, alignment of middle/high school courses to college-level courses). The CSDE will be making TCS data available to all districts through CSDE's data portal. This will allow districts to make informed decisions about the current state of instruction and learning and the ways in which both can be improved, monitored and shared.

Please use this link to access the TCS Application : <http://csde.ct.gov>.

If you are having trouble logging in, please exit out of all of your browser windows and click the portal link again. Do not bookmark the login page. CSDE security settings are sensitive and require a new browser session for you to login successfully.

TCS Permissions and User Access - If you do not have access to TCS, contact your LEA security manager. If you do not know who your security manager is, please use the Directory Manager help site Documentation page for the list of managers <http://www.csde.state.ct.us/public/directorymanager/>. If you need additional assistance please contact Angela Gambaccini-May at Angela.Gambaccini-May@ct.gov. **Please remember: Your district must have a TCS LEA User and TCS Certifier.**

For questions concerning the ED540 and the Career and Technical Education (CTE) courses, you can contact Dr. Stephen Hoag at Stephen.Hoag@ct.gov or 860.713.6764.

TCS is now OPEN

Deadlines:

Timely:
August 15, 2016

Accurate:
September 15, 2016

Teacher Course Student Data Collection

- ❖ **Next Generation Accountability System – 2014-15**
- ❖ Indicator: Preparation for Postsecondary & Career Readiness – Coursework
- ❖ EVERY student is counted; even if outplaced to non-public!
- ❖ If student reported in PSIS, must have TCS record(s)
PSIS = Denominator
- ❖ If district does not have data for students on the Missing SASIDs report, select the applicable Exception Code in the dropdown to the right of the screen. [i.e., “**Transition Only**” students]



Teacher Course Student Data Collection

❖ *The dropdown will only contain options for which the student is potentially eligible:*

Exception Code 02 - Student receiving transition services only and engaged in Workplace Experience

❖ **Rule:** Only allow for students who meet **BOTH** of the following criteria:

- Age ≥ 17 and
- Facility Code 1 has the following associated field in Directory Manager (DM):
 - ✓ **Non Public** Sub Type Code = “**TVSP**” or,
(*nonpublic: transition/vocational service provider*)
 - ✓ **Program Type** Code = “**PSTP**” or,
(*public school-based transition program*)
 - ✓ **Program Type** Code = “**TCBP**”
(*public: transition community-based program*)



Teacher Course Student Data Collection

- **Exception Code 02** - Student receiving transition services only and engaged in Workplace Experience

Code	Reason for Not Submitting Data for a Student Enrolled in District
01	Pre-K student – Related Services Only
02	Student receiving transition services only <u>and</u> engaged in Workplace Experience
03	Student not in district long enough to earn final outcome/grade

- All other students who are working on HS diploma must have NCES Course Codes listed for worksite experiences



Outplaced Students

❖ **Who is legally responsible to report?**

Public Schools are responsible for all CSDE reporting.

❖ **Who is responsible for issuing grades/credits?**

Non-public schools and APSEPs should recommend grades/credits; however, **the LEA holds the legal responsibility and is the final decision maker for reviewing/approving student grades and issuing credits and transcripts.** (C.G.S. §10-221a(f)).

❖ **What are APSEPs required to provide LEAs?**

Section B of the APSEP standards require LEAs to comply with all relevant federal and state reporting laws/requirements. Therefore **APSEPs must provide everything required for TCS reporting to the LEA.**



Outplaced Students – continued

❖ How an LEA obtain relevant data from non-public schools?

- Educational services for public school students in non-public schools are contractual arrangements between LEAs and non-publics/APSEPs.
- LEAs should consider including information regarding data needed for their TCS and other state reporting requirements in contractual agreements along with any other requirements necessary to implement the district's IEP.



Outplaced Students – continued

- ❖ How do we know if students are earning grades, earning credits and which courses they are enrolled in – in a timely manner?
 - At PPT meeting, districts should discuss appropriate coursework for student.
 - Page 8 of IEP should note if student is to receive grading accommodations (e.g., graded or ungraded) and if student will be earning credits for completed coursework.
 - **Note:** Public school students not issued credits by LEA for coursework cannot earn a regular high school diploma from their LEA (C.G.S. §10-221a(b)).



Outplaced Students – continued

- ❖ The CSDE is currently drafting a worksheet that LEAs can use to document critical information (*NCES course Codes, Teacher EIN, Grading/Credit Earning rules, etc.*) for TCS reporting when a student is placed at a non-public/APSEP and the district has accepted fiscal/educational responsibility.



Field Name		Req'd	Valid Values
1	SASID	M	10-digit numeric code
2	Reporting District	M	3-digit numeric code See Table B
3	District Student ID	R	Character and/or Numeric
4	Date of Birth (DOB)	M	MMDDYYYY
5	Educator Identification Number (EIN)	C	10-digit numeric code
6	Teacher Type	M	3-digit numeric code See Table C
7	District Teacher ID	R	Character and/or Numeric
8	Course Facility Code	M	7-digit numeric code See Table A
9	NCES Course Code	M	12-character alpha-numeric code
10	District Course Code	R	Character and/or Numeric

NCES

Course Code	Subject	Course Name
10998	Computer and Information Sciences	Computer and Information Sciences - Workplace Experien
11198	Communications and Audio/Visual Technology	Printing Technology - Workplace Experience
11998	Communications and Audio/Visual Technology	Communication and Audio/Video Technology - Workplace Experience
12198	Business and Marketing	Marketing - Workplace Experience
12248	Business and Marketing	Sales - Workplace Experience
12998	Business and Marketing	Business and Marketing - Workplace Experience
13348	Manufacturing	Repair - Workplace Experience
13998	Manufacturing	Manufacturing - Workplace Experience
16098	Hospitality and Tourism	Restaurant, Food and Beverage Services - Workplace Experience



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Diana Wentzell
Commissioner

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Ensuring Equity and Excellence for All Connecticut Students

The Connecticut State Board of Education's
Five-year Comprehensive Plan, 2016-21

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10 \[pdf\]](#)

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celebration of Teachers' Month](#)

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Overview > Find School/District

Find School/District

Use Keyword Search to find organizations with exact matches within their names. Click Submit to see results.

Keyword Search:

Submit

Use one or more dropdowns to filter organizations. Click Submit to see results.

- For a list of all open organizations, leave dropdowns blank.
- For a list of all Schools and Programs by District, leave Type blank, and select District.

Note: Out-of-State organizations are included in your results.

Type:

Program Type:

District:

School:

Submit

Reset

Organization Search Results

Program, Transition Community-Based

Your search returned 39 result(s).

[Export .csv file](#)

Sort by Type

Sort by District

Organization Type	District	Organization Code	Organization Name	Street	City	State	ZIP	Phone	Website	Education Program	Program Type	Inter-District Magnet
Program	Bridgeport School District	0152811	Opportunities for Self-Discovery Community Partnership	2414 Fairfield Avenue	Bridgeport	CT	06605	203-275-1285	www.bridgeportct.edu		Transition Community-Based	
Program	Capitol Region Education Council	2419714	STRIVE (Southern Transition Real-World Vocational Education Program	116 East Main Street	Clinton	CT	06413	860-664-5344			Transition Community-Based	
Program	Cheshire School District	0250311	Cheshire Quinpiac University Transition Collaborative	370 Bassett Drive	North Haven	CT	06473	203-250-2431			Transition Community-Based	
Program	Cooperative Educational Services	2439314	RISE Transitional Program	25 Oakview Dr	Trumbull	CT	06611	203-365-8800	www.ces.k12.ct.us		Transition Community-Based	

18-21 Transition ONLY Services

❖ What is a Community-Based Transition Program? (TCBP)

- “Transition-Only” services targeted for students who are 18-21
- Provided to students who have completed academic credits toward graduation with a regular HS diploma or who will be receiving a certificate
- Services are provided 100% in the community [preferred]
- Students are involved at least 80% “time with non-disabled peers” (TWNDP)

❖ Public School-Based Transition Program/Services (PSTP)

- District high school campus is base location
- Transition services may include activities/employment in the community

❖ Transition/Vocational Service Providers (TVSP)

- Private/Non-Public Organization with same criteria as TCBP
- Vendor of DDS, BRS, BESB
- Offers transition/vocational services which may include functional academics but may not award academic credits.



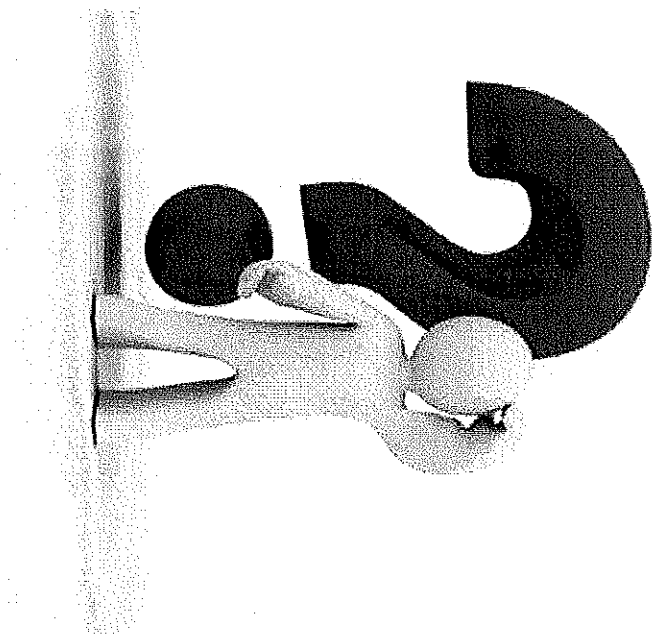
Standards-Based IEPs

**OSEP Dear Colleague Letter – November, 16, 2015 –
*Free and Appropriate Public Education & in ESSA***

- ❖ “An individualized education program (IEP) for an eligible child with a disability under IDEA must be **aligned with the State’s academic content standards** for the grade in which the child is enrolled.”
- ❖ To ensure FAPE, “a child’s IEP must be designed to enable the child **to be involved in and make progress in the general education curriculum.**”

❖ **Transition Standards**

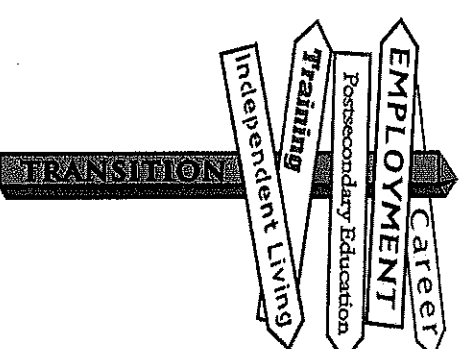




**What tools do we
have in Connecticut
to write standards-
based IEP goals in
secondary transition?**



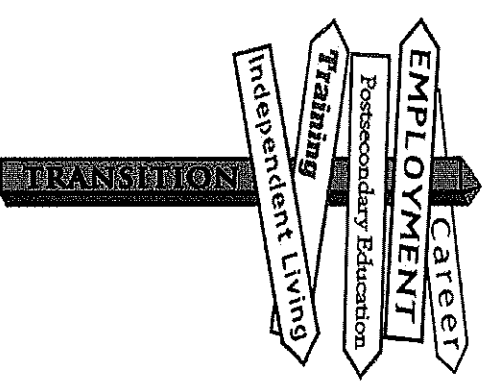
CT Core Transition Skills



- A. Explain his/her disability including individual strengths, needs, preferences and interests.
- B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving goal-setting, communication and self-advocacy.
- C. Strengthen his/her self-esteem and social-emotional awareness by analyzing his/her strengths and challenges in order to implement personal/vocational goals.
- D. Assist with the development of his/her Individualized Education Program (IEP).



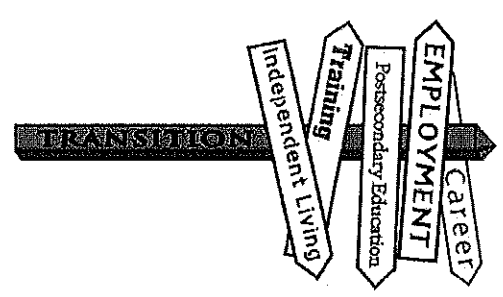
CT Core Transition Skills



- E. Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.
- F. Demonstrate leadership skills to affect positive social change by guiding or directing others on a course of action and/or influencing the opinion and behavior of others.
- G. Describe his/her rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA).
- H. Demonstrate and accept responsibility for his/her independence and activities of daily living.



CT Core Transition Skills



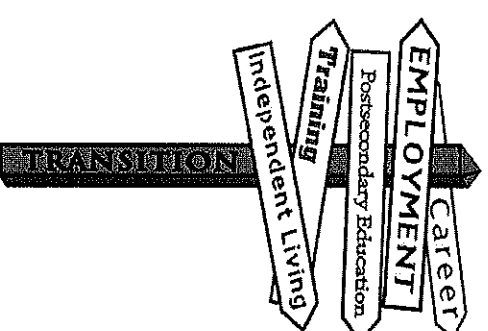
- I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.
- J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.
- K. Demonstrate skills to access community resources and participate in the community by establishing support networks.
- L. Demonstrate skills to access appropriate post-secondary education, training, or lifelong learning opportunities to meet his/her individual needs.



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CT Core Transition Skills



- M. Demonstrate skills to access appropriate employment to meet his/her individual needs.
- N. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.
- O. Demonstrate skills needed to access appropriate transportation (both public and private).
- P. Demonstrate the ability to use technology to enhance employment, learning, and community involvement.



CORE TRANSITION SKILL GOAL:

E. Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.

Guidepost for Success	Level Up (Pre-Employment Transition Services)	Assessments	Resources
<p>Guidepost 1 - School-Based Preparatory Experience</p>	<p>4. Workplace Readiness Training/ Independent Living</p> <p>5. Instruction in Self-Advocacy/ Peer Mentoring</p>	<ul style="list-style-type: none"> Teacher created checklist/rubrics Student Success Plans (if Available) Student Portfolio (if Available) 	<p><u>State Resources</u></p> <p><i>Stepping Forward: A Self-Advocacy Guide for Middle and High School Students -</i> http://www.ct.gov/brs/lib/brs/pdfs/guidepost00cs/steppingforward_color_interactive_14.pdf</p> <p><i>411 on Disability Disclosure</i> http://www.ct.gov/brs/lib/brs/pdfs/guidepost00cs/411DisabilityDisclosureComplete.pdf</p> <p><i>Building a Bridge</i> http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/BUILDINGABRIDGE.pdf</p> <p><u>National Resources</u></p> <p>Virginia Dept. of Education Self-Determination Project: http://www.independent.org/</p> <p>Project 10 Self-Advocacy and Self-Determination http://www.project10.info/Data/1Page.php?MainPageID=185&PageCategory=Effective%20Practices%20on%20Transition&PageSubCategory=Student%20Development</p> <p><u>Printed Resources</u></p> <p><i>IEP/PE Crosswalk</i> <i>Parent's Guide to Special Education in CT</i> <i>CSD IEP Manual</i></p> <ul style="list-style-type: none"> <i>The Self-Advocacy Strategy</i>; Anthony K. Van Brusen, Candace Ross, Jean Schumaker, Donald Deisher <i>Self-Directed IEP</i> - James E. Martin, Laura Huber Marshall, Laurie M. A. Brown, Patty Sherman http://www.ncttac.org/sites/default/files/assets/pdf/1_and_8.pdf <p><u>Additional Suggestions</u></p>

CORE TRANSITION SKILL GOAL/Annual Transition Goal:

E. Student will attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.

ELA College & Career Readiness Anchor

Standards

1. CCRA.R.7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
2. CCRA.W.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3. CCRA.SL.5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Other Applicable Anchor Standards:

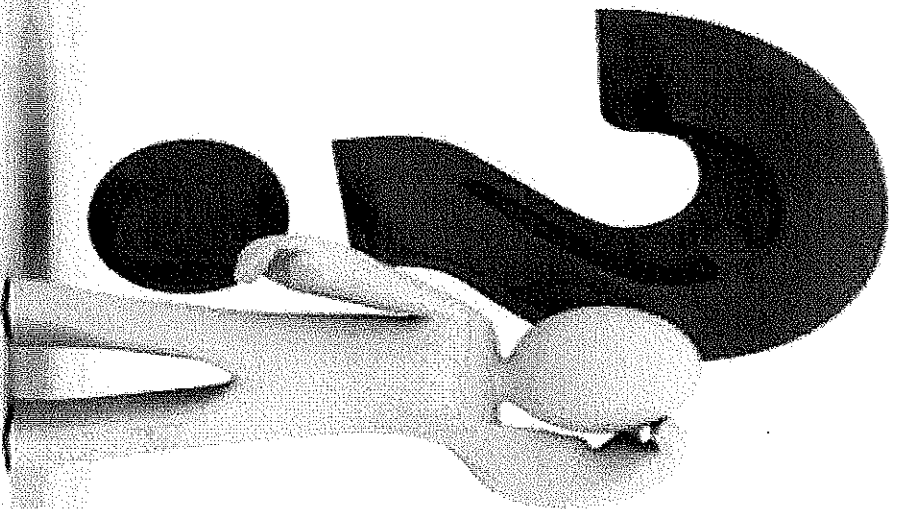
- CCRA.R.10
- CCRA.SL.1
- CCRA.SL.3

Examples of Goal Objectives

1. Given a PPT agenda, student will review process and material presented within each area to determine his/her plan of participation and/or facilitation. 100% as measured by PPT participation rubric.
2. During the PPT meeting, the student will participate in conversations and collaborations with the PPT members to finalize the secondary transition components of the IEP. 100% as measured by final completion of the IEP document.
3. Utilizing digital media and/or visual displays, student will share a plan for post-school life including: plans for living, working, attending school or relevant training program, recreation/leisure activities and any supports needed to achieve post-school goals during the PPT meeting - 100% as measured by rubric outlining contents of presentation as well as PPT participation rubric.

Example of Transition Activities that will support this CORE Transition Skill

- Demonstrate qualities of good citizenship (i.e. obey rules and laws, show consideration for others in a respectful environment)
- Skill training to develop a neat appearance (hair, proper use of make-up clothing)
- Students create a word scramble using vocabulary they will need to know about their disability
- In a mock PPT meeting, students practice sharing specific components of the process.
- Each student researches his/her own disability and create a fact sheet including medical definition, its history, stereotypes, suggestions for sensitivity, and accommodations that are beneficial. The student should identify any unique impacts or differences in his/her disability characteristics from the medical or psychological descriptions given.
- Students write a journal entry about a challenge they possess and how it can be turned into a strength. In their next journal entry, students discuss a strength they possess and how they can use it to their advantage.



❖ **How do you measure a student's transition "success"?**

❖ **How do you know if a student achieved his/her Post-School Outcome Goals?**



Post–School Outcome Survey

- ❖ **Indicator #14 – PSO Survey**
- ❖ **Measurement of Post-School Outcomes –
How well is our district doing in terms of
transition planning?**
 - a. Postsecondary Education/Training
 - b. Competitive Employment
 - c. Both PS Education and Employment
 - d. Working with outside agencies
 - e. Satisfaction with life after high school
- ❖ **State Response Rate (2014 exiters) – 14.3%**
- ❖ **District Response Rates – 0% - 100%**



Post–School Outcome Survey

- ❖ **Need to Improve Response Rates**
- ❖ **Now is the time to help with surveying the 2015 exiters (July 1 – October 15th)**
- ❖ **To assist with locating correct contact information/addresses (using page 6 of the Summary of Performance) or helping students complete the survey, please contact:**

Dr. Joseph Madaus – UCONN

joseph.madaus@uconn.edu

860-486-2785



Part 6 – Additional Contact Information - This section has been added to assist in the collection of contact information that may improve the response rate for the annual Post-School Outcomes Survey. Best practice recommends that the final Summary of Performance (SOP) be reviewed in person with the student and family; it does not have to be reviewed in a formal PPT meeting. Please update the data at this review. If completing this section of the SOP significantly, before the student exits, please update data immediately prior to the student exiting. The district should archive this information for at least 18 months for future student surveys. This form may be modified to meet district data collection requirements.

Student:	_____		Date:	_____
Mailing Address:	_____			
E-Mail:	_____			
Parent:	_____			
Mailing Address:	_____			
E-Mail:	_____			
Home Phone:	_____			
Parent:	_____			
Mailing Address:	_____			
E-Mail:	_____			
Home Phone:	_____			
Cell Phone:	_____			
Work Phone:	_____			
Additional family contact close to student:	_____			
Name:	_____			
Relationship:	_____			
Mailing Address:	_____			
E-Mail:	_____			
Home Phone:	_____			
Cell Phone:	_____			
Work Phone:	_____			

Once you have completed the Student section above, there is no need to duplicate data. For Parent or Family information that is the same as the student's, write 'same' in that data field.

This information has been formatted to fit on a 5x8 index card or card stock for printing should a district choose to place it into a manual filing system.

IEP vs. 504 Plan

- ❖ What is the difference between an IEP and a 504 Plan?
- ❖ Do students need an IEP and a 504 Plan?
- ❖ What would you say to a parent who wanted their student removed from an IEP in their last year of HS and put into a 504 Plan?
- ❖ What is the purpose of a Student Success Plan?



CHANGE

"Sometimes it seems like
we are building the plane
while flying it."



STATE OF CONNECTICUT
BUREAU OF REHABILITATION SERVICES (BRS)
Secondary Transition School Referral Process 2016-2017

The process outlined below is designed as a guide for special education and transition staff at _____ High School who refer students with disabilities to BRS for transition assistance from HS to employment which may include postsecondary education. This process is designed to support increased service coordination and collaboration.

High School Procedures for Working with DORS/BRS

I. Student Identification, Review and Referral to BRS

- When the designated High School contact person identifies potential students with disabilities for referral to BRS, the school will obtain a signed release of information from the student or parent (if student is under age eighteen), allowing for discussion and sharing of information with BRS.
- BRS liaison counselor and school contact person should connect in the early fall (Sept-Oct) to schedule a time to meet to complete the informal review process. School contact person will then refer the appropriate students to the BRS liaison counselor.
- To obtain current BRS liaison counselor information please visit the BRS website:
<http://www.brs.state.ct.us/SchoolToWork/counselors.htm>

BRS liaison counselor (email, phone) _____

School contact person (email, phone) _____

II. DORS Level Up Services

- BRS liaison counselor or Level Up Counselor will provide information about DORS Level Up services (pre-employment transition services) and the registration process to access Level Up services to School contact person to share with students and families.

III. Orientation for Students Referred to BRS

- BRS liaison counselor will provide _____ HS with orientation dates to be held at the school. With advance notice BRS can conduct an evening orientation at the HS for students/parents unable to attend a day session. **OR**
- BRS liaison counselor and school contact person will arrange dates for individual orientation meetings.

IV. BRS Intake and Application Process

- Students interested in applying to BRS must either contact the BRS liaison counselor or have a parent or school contact person schedule an intake appointment. Intake appointments can be held at the HS or the local BRS office.
- The school contact person and parents should encourage students to meet with BRS liaison counselor in the local BRS office to become familiar and comfortable with the agency prior to graduation.
- When the intake is completed BRS will request copies of records from the school and/or health care provider(s) to help determine eligibility.

V. BRS Eligibility Determination

- By law, BRS must establish eligibility within sixty days of application. Therefore it is crucial to receive all pertinent documentation related to the disability from the family and school as soon as possible.
- Occasionally BRS is unable to establish eligibility within the sixty days. If this occurs the counselor will request that the applicant sign a waiver to extend the time period beyond the sixty days.
- If the student is determined eligible the career counseling and guidance process will begin.
- If the student is not determined eligible a meeting will be offered to the family and school personnel to discuss the reason for the decision.

VI. BRS Career Counseling and Plan Development

- Strong efforts will be made to develop a mutually agreed upon individualized plan for employment (IPE) prior to graduation.
- As noted previously, school staff and parents should encourage the students to meet with the BRS liaison counselor in the local BRS office to become familiar and comfortable with the agency prior to graduation.

VII. BRS Service Provision

- All services provided to students working with BRS are done through a mutually agreed upon employment plan that may require approval of the local BRS office supervisor.
- The term "mutually agreed upon" is a contract between counselor and student

School Contact Person: _____ Date: _____

BRS Liaison Counselor: _____ Date: _____

Transition Services

	Level Up Services - In School	BRS Adult Services
Purpose	Increase career, employment and education outcomes for students with disabilities	Provide services to eligible consumers who want to go to work and/or pursue higher education career goals
Who?	Student with a disability enrolled in school ages 16-21	Eligible students with a disability referred in junior or senior year
Enrollment Process	Complete BRS Release of Information and Partnership Agreement forms with Level Up counselor	Meet with adult service counselor to discuss eligibility and complete application
What Services?	Pre-Employment Transition services: <ul style="list-style-type: none"> • Job Exploration Counseling • Work Based Learning Experiences • Counseling for Post-Secondary Education/Training • Workplace Readiness Training • Instruction In Self-Advocacy 	Vocational Rehabilitation (VR) Services: <ul style="list-style-type: none"> • Counseling & Guidance • Job Placement Services • Working Interview • Job Coaching Supports • On the Job Training (OJT) • Supported Employment Service Coordination • Industry Specific Training & Placement Program (ISTPP)
When are Services Provided?	During school, after school and summers	After school, breaks, summers and post-graduation
Documents Required	<ul style="list-style-type: none"> • Signed BRS Release of Information Form • Partnership Agreement Form • State ID and Social Security Card • IEP (Pages 1-7)/ 504/ Disability/ Medical Document 	<ul style="list-style-type: none"> • Signed BRS Release of Information Form • BRS Intake Questionnaire • Health Checklist • Application for VR Services • Proof of Social Security Income (SSI) when applicable

NOTE: A student can receive Level Up services while also receiving BRS Adult Services

Employment and Disability Benefits

Supplemental Security Income (SSI)

- ❖ Social Security counts less than half of a person's before-tax (gross) monthly wages when calculating SSI, → **Most people have more income when they work!**
- ❖ **Earned Income Exclusion** - Students under age 22 and regularly attending HS, college, or a training program are usually allowed to keep all or most of their SSI payment while they work.
- ❖ **SSI may cover some out-of-pocket expenses** for services or impairment-related items that are needed for people to work (e.g., medication co-payments, prescribed therapy, medical supplies, some transportation costs for work, self-paid job coaching, service animal expenses)



Section 301 Protection For High School Students on SSI

- ❖ If on SSI as a child, Social Security does a determination between ages 18 – 19 to see if you qualify under Adult Standards for disability.
- ❖ Nearly 40% of children on SSI (and 70% of those children with mental health and behavioral conditions) are terminated from SSI as a result of that determination.
- ❖ If you have a VR Individualized Plan for Employment (IPE) with the Department of Rehabilitation Services (DORS – BRS/BESB) and/or an Individualized Education Program (IEP) at school, SSI benefits may continue until the VR plan or school program ends.



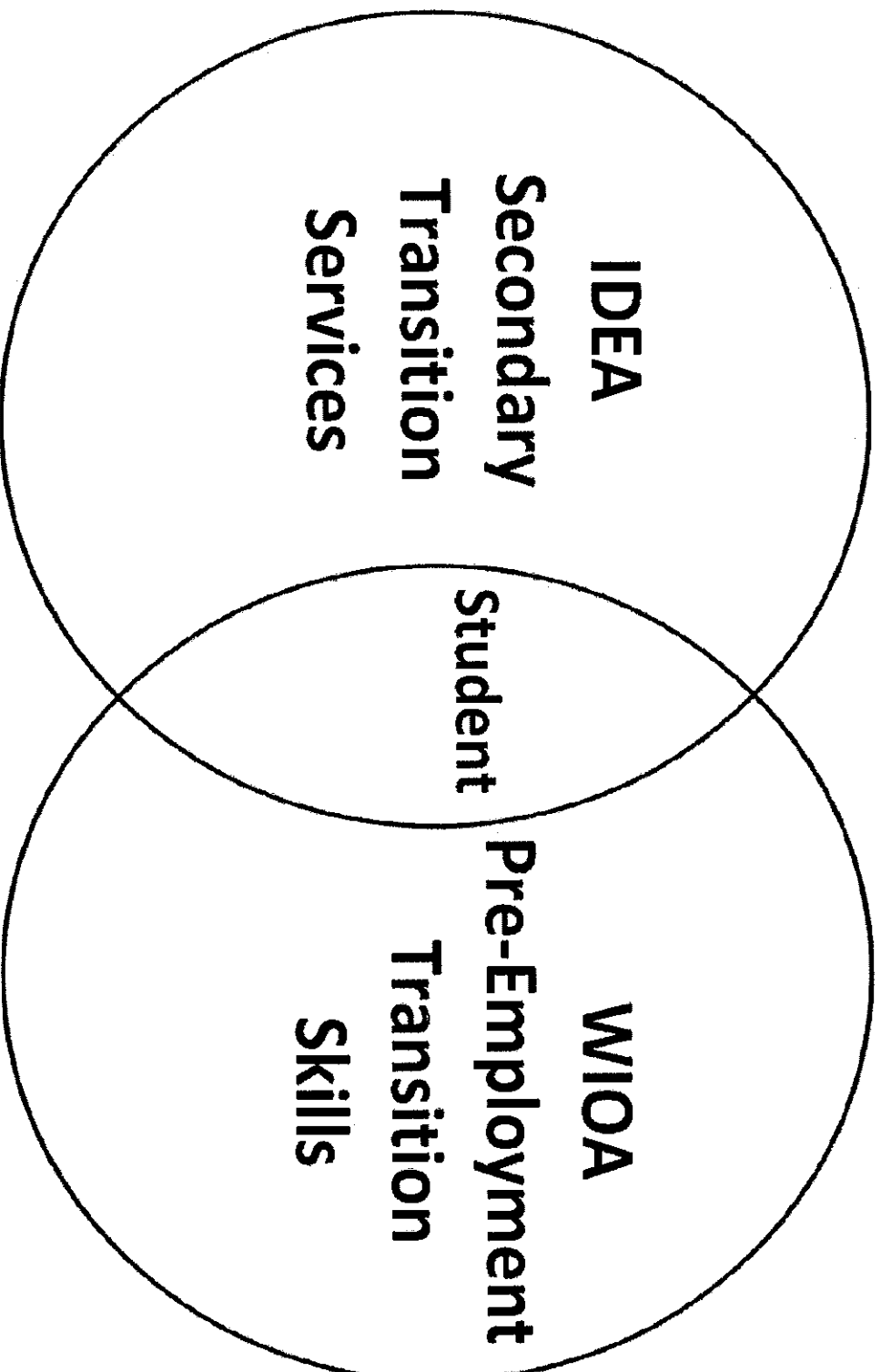
WIOA Pre-Employment Transition Services

WIOA Regulations - Updates

- ❖ Published in Federal Register - August 19, 2016
- ❖ Went into effect on September 19, 2016
 - Pre-Employment Transition Services – **DORS**
 - **Level Up Services**
 - **Section 511 – Subminimum Wages**
 - ✓ Documentation of transition services
 - ✓ Contracting with organizations holding 14(C) Certificates from DOL permitting the payment of subminimum wages



DORS Level Up Services

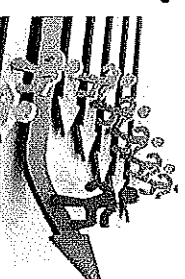


Level Up Success . . .

- Many students are now hired as a result of Level up work based learning experiences summer 201
- Many students who appeared unemployable are now being considered for competitive integrated employment.



- Counselors and school contacts report that many students have returned to school self-determined, confident and focused on achieving success.



Level Up Success continued . . .

- BRS reached school districts and students in areas where participation in vocational rehabilitation was low.
- School districts were clear that they wanted more support and opportunities for students in community-based work settings/employment experiences.
- School districts partnered with BRS/BESB Community Rehabilitation Providers (CRPs) to deliver pre-employment transition services.