SPECIAL EDUCATION AND REENGAGEMENT

April 25, 2016

PANEL MODERATOR

Dr. Kelly Goodsell
Executive Director, Puget Sound ESD, Learning, Teaching &Family Support

PANEL EXPERTS

Susan Adams
SkillSource, Center Manager

Dr. Joseph Libby
Kent School District, Assistant Director for Inclusive Education

Dr. Sue Ann Bube
Center for Change in Transition Services, Director

Dr. Mike Hickman
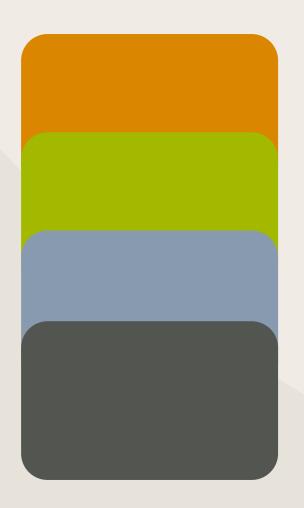Capital Region ESD, Assistant Superintendent, Support Services

Success Criteria

1-3 biggest questions/concerns about SPED related to your program.

Overview of SPED requirements and transition planning/ postsecondary readiness and success.

Effective and promising strategies for serving students with disabilities.

History

"Before 1975, a majority of the then almost 4 million children with disabilities were denied meaningful participation in the public education. A federal study relied upon by the law's authors found that nearly half of these children were excluded entirely from public schools. The rest were either placed in grossly inadequate, segregated classrooms or in regular classrooms without meaningful support."

From: Federal Education Budget Project, http://febp.newamerica.net/background-analysis/individuals-disabilities-education-act-overview

Free Appropriate Public Education (FAPE)

"The IEP process is the centerpiece, the heart and soul, of the Individuals with Disabilities Education Act (IDEA). It is the procedure for devising the "free appropriate public education (FAPE) to which every eligible child who has a disability and needs special education is entitled."

UDL Guidelines

The UDL Guidelines were designed to assist anyone planning lessons or developing curricula to...

Reduce barriers

Optimize levels of challenge and support

Meet the needs of ALL learners from the start

For more information:
http://www.udlcenter.org/aboutudl/udlguidelines

Connecting to Three Principles of UDL...

WHAT? <u>**Principle 1**</u>

Multiple Means of Representation – The educator provides flexibility in the ways information is presented,

HOW? <u>**Principle 2**</u>

Multiple Means of Action & Expression – in the ways students respond or demonstrate knowledge and skills, and

WHY? <u>**Principle 3**</u>

Multiple Means of Engagement – in the ways students are engaged.

Use the Transition Plan for the Development of the IEP

Indicator 13 Checklist Form A – Washington State
(Meets Minimum SPP/APR Requirements)

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals. [20 U. S. C. 1416 (a)(3)(B)]

Is there evidence that the measurable postsecondary goal(s) were based on ₑ-appropriate transition assessment(s)?	Y N

he use of a transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's fi ₑₑₛ, then circle Y; if *no*, then circle N.

Is there a measurable postsecondary goal or goals that cover education or ining, employment, and, as needed, independent living and is/are reviewed ₘually?			
	Education/training	Y	N
	Employment	Y	N
	As appropriate, Independent Living	Y	N

ₙ the goal(s) be counted? Will the goal(s) occur *after* the student graduates from school? Are the goals reviewed eaₗ r? •If *yes* to all, then circle Y •If a postsecondary goal(s) is not stated, circle N

Transition Activities

- WAC 392-172A-03090; 03095; 03110

- Transition activities and services beginning not later than the first IEP to be in effect when the student turns sixteen, or younger if determined appropriate by the IEP team, and updated annually, thereafter.

Age-Appropriate Transition Assessment
WAC 392-172A-03090(1)(j)(i)

NSTTAC's definition of **transition assessment:** the *ongoing* process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the IEP.

Transition Assessment - Sources

Sources of transition assessment information include, but are not limited to:

- Formal interest/aptitude tests and/or surveys

- Quarterly or semester grades throughout high school,

- Current psychological assessment data indicating areas of strength and weakness,

- College entrance exam scores (if applying to 4-year colleges),

- Informal interviews with the student,

Transition Assessment - Sources (continued)

- Student completion of interest inventories,

- Questionnaires to establish student interests and preferences,

- Functional vocational evaluations,

- Interviews with the family, and

- Student observations.

Education/Training - Definition

Enrollment in one or more of the following:

    a) community or technical college (2-year program),

    b) college/university (4-year program),

    c) college preparatory program,

    d) a high school completion document or certificate class (e.g., Adult Basic Education, GED),

    e) short-term education or employment training program (e.g., Job Corps, Vocational Rehabilitation, military), and/or

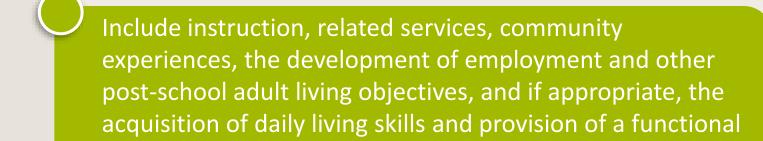   f) vocational technical school, which is less than a two year program.

Transition Services

WAC 392-172A-01190 and -03090(1)(j)(ii)

Transition services should be based on the individual student's needs, taking into account the student's strengths, preferences, and interests; and

Include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, the acquisition of daily living skills and provision of a functional vocational evaluation.

Transition - Course(s) of Study

WAC 392-172A-03090(1)(j)(ii)

The IEP must include "transition services, including courses of study needed to assist the student in reaching those [measurable postsecondary] goals."

Transition - Student Participation

WAC 392-172A-03095(2)

Students must be invited to participate in IEP meetings when postsecondary goals and/or transition services will be discussed.

If the student does not attend the IEP meeting, the district must take steps to ensure that the student's preferences and interests are considered.

Center on Online Learning for Students with Disabilities

"The rapid growth of online learning presents opportunities and challenges for K-12 in blended and fully online educational programs, especially for struggling students and those with disabilities. The nature of online instruction, course materials, and supplementary supports has the potential to offer all students with unique, personalized learning experiences that best fit their individual needs. To ensure that all learners benefit from online learning opportunities, the development of online learning materials must be appropriate and accessible to students with both physical and cognitive accessibility needs."

THANK YOU