

STATE ADVISORY PANEL ON SPECIAL EDUCATION (SAPSE)


Graduation and Secondary Transition Subcommittee
Thursday, February 23, 2017



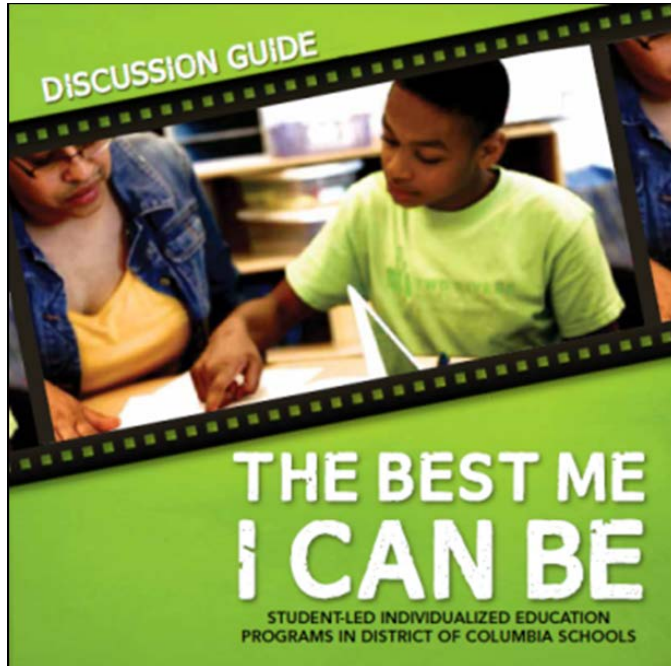
WELCOME!

Agenda

6:30pm to 7:30pm

1. **Laura Lorenzen, Director of Student Support at Two Rivers Public Charter School**
 - *Student Led IEPs*
 2. **Jeremian Islar & Elijah Lee-"Who I am" video**
 - Experience as DC students
 3. **Angela Spinella- Secondary Transition PD Specialist at OSSE**
 - Transition Planning for Middle Schools – New Policy
 - Technical Assistance visits at schools
 - Community of Practice
 - Data share re: Graduation Rates for Students with Disabilities
 4. **SAPSE Recommendations**
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LAUREN LORENZEN



Professional with over 20 years experience serving children, adolescents, and families in school and community-based settings.

- Student Led IEP
- "The Best Me I Can Be"
- SLIEP Professional Learning Community
- Trainings to support implementation
- Educator and family-focused disability awareness film modules



DEFINING THE STUDENT-LED IEP





FAMILY INVOLVEMENT

Parents can:

**Talk to their child about
his/her disability**

**Share their own IEP
preparation experiences**

**Help students understand
and navigate the IEP process**



**Student-led IEP activities enhance communication between
parents and students about individualized goals**



VIDEO RESOURCES FOR STUDENT- LED IEPS

The Best Me I Can Be

Get Started Now: Talking About Disabilities

Let's Talk About It: A Family Perspective

[http://dc-
transition_guide.frameweld.com/page/o
sse_selfdetermination_film_series](http://dc-transition_guide.frameweld.com/page/osse_selfdetermination_film_series)

SECONDARY TRANSITION WEBSITE

HOME ABOUT RESOURCES STUDENT-LED IEPs UPCOMING EVENTS

District of Columbia

Secondary Transition

Planning for Postsecondary Success

Student-led Individualized Education Programs (IEPs) allow students with special needs to take an active role in planning. Students who actively participate throughout the IEP and/or transition planning process are more likely to be engaged in school and successfully achieve their goals.

The Best Me I Can Be Film

The Best Me I Can Be is a film that highlights the efforts of DC students, parents, and schools to increase the involvement of youth with disabilities in their Individualized Education Programs (IEPs) and prepare them to take a more active role in planning for their futures. The five film modules show how involving students in the IEP process increases student engagement, empowers students to achieve their goals, and prepares youth to successfully transition to adulthood.



www.ossesecondarytransition.org



WHO I AM VIDEO

This video was an initiative of the Office of the State Superintendent of Education, Division of Elementary, Secondary, and Specialized Education in partnership with the DC Voices of Change Peer Network.

This video was a youth-to-youth made video. The youth leaders made this video to raise disability awareness through their own personal stories. The video was driven by the youth leaders and they developed the interview questions and the overall vision for the video. As you watch this short video, think about how it makes you feel and how it can help raise awareness for disability awareness.

Student Perspectives from SchoolTalk, Inc.

Jeremiah Islar, youth leader

Elijah Lee, youth leader

ANGELA SPINELLA- SECONDARY TRANSITION PD SPECIALIST

-Technical Assistance visits at schools

-How is it going?

-Community of Practice

-Want to join?

-Data share re: Graduation Rates for Students with Disabilities





TRANSITION PLANNING FOR MIDDLE SCHOOL STUDENTS

DC Code § 38-2614. Special education.

On Nov. 18, 2014, DC Council passed the Enhanced Special Education Services Amendment Act of 2014. One of the components of this Act addresses the age at which secondary transition planning is to be initiated for students with disabilities receiving services under the Individuals with Disabilities Education Act (IDEA).

According to DC Code, “beginning July 1, 2016, or upon funding, whichever occurs later, the first IEP in effect after a child with a disability reaches 14 years of age shall include transition assessments and services.”



TRANSITION PLANNING FOR MIDDLE SCHOOL STUDENTS

OSSE fully supports lowering the age by which transition planning must be initiated to 14.

OSSE wants to ensure that this significant change is fully resourced, and that all LEAs are fully prepared before the requirement goes into effect city-wide.

As such, the age by which transition planning must be initiated at the District-wide level will remain at 16 for the 2016-17 school year.

During school year '16-'17, OSSE will be engaging with stakeholders in an analysis of the additional resources needed to support schools, students, and families in order to effectively implement requirements of the law beginning in the 2017-18 school year.



TECHNICAL ASSISTANCE FOR MIDDLE SCHOOLS

Due to the changes for the age of transition planning, OSSE is providing technical assistance to Local Education Agencies (LEAs) who are affected by this change for next school year.

OSSE's Teaching and Learning and Accountability Performance and Management teams have collaborated to provide technical assistance to middle schools.

OSSE will be visiting all LEAs with transition age youth to provide technical assistance and support for transition planning for youth ages 14+.

This initiative will begin this spring and continue through the end of this school year.

OSSE will also be providing professional development trainings for middle school LEAs to attend to learn about secondary transition plans.



SECONDARY TRANSITION COMMUNITY OF PRACTICE

Mission: The DC Secondary Transition Community of Practice supports DC youth with disabilities as they transition into a self-directed life. We are a city-wide, cross section of stakeholders who come together to strengthen our individual and collective ability for action.

Current workgroups:

- Middle School Transition
 - Goal: Develop resources for schools and parents around secondary transition planning for middle school students
- Parent engagement
 - Goal: Increasing parent engagement in the child's IEP process and secondary transition process.
- Advocacy
 - Goal: Ensure that there is a full array of special education services offered by alternative and adult schools who serve over age and under credited students.
- Meaningful Community Integration
 - Increase opportunities for youth to have paid work experiences year-round in the 5 high-demand industries (Business and Information technology, Construction, Healthcare, Hospitality, Security and Law)



DC 2016 FOUR-YEAR ADJUSTED COHORT GRADUATION RATES

- Under this calculation, a ‘cohort’ of students entering school as first-time 9th graders in 2012-13 and who graduated in 2016.
 - Does not include students with disabilities who received a certificate of IEP completion.

Overall graduation rate for all students is 69.2%.

The graduation rates for students with disabilities is 49.5%.

- Increase from previous year’s reported graduation rates (see below).

FFY 2015 graduation rate for students with disabilities was 42.94%.

SAPSE RECOMMENDATIONS – *PROPOSED*

- It is clear that students with disabilities who graduate with a diploma vs. certificate are better able to obtain employment and secondary education; in addition to reaching productive and independent futures, and thus OSSE should develop a city-wide focus to improve the rates of students with disabilities graduating with a high school diploma.
- Because students have stronger secondary transition experiences when families are involved, OSSE should increase efforts to get families involved early on the importance for effective and guided secondary transition plans, understanding the need for student self-advocacy, and understanding the process of transition, especially with the age of secondary transition moving to 14 (and beginning in middle school vs. high school) for DC.
- Because student-led IEPs are proven to be a successful first step to self-determination and self-advocacy for students with disabilities, and the BEST ME I CAN BE resources have already been developed specifically for DC LEAs, OSSE should require all LEAs to incorporate this program for all students with disabilities.
- Because quality and available vocational and career readiness programs are pivotal for youth with disabilities to access employment with living wages, OSSE should increase opportunities for supporting LEAs in designing real vocational training and career readiness courses for students with IEPs. (The current emphasis on college as the only successful path is prohibitive for students with disabilities receiving the support they need for productive and independent futures.)

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SAPSE RECOMMENDATIONS – *PROPOSED*

In addition, we recommend that OSSE have specific focus on tracking the following data and be able to report to the SAP and the community in 2018 on the following:

- OSSE should report on the number of students with disabilities who are obtaining a high school diploma vs. certificate of completion
- OSSE should track students with disabilities who obtain a diploma in five or six years.
- OSSE should develop means of tracking not just compliance with the development of transition plans, but also some quality assessment of these plans.
- OSSE should track the number of students with disabilities who are able to enroll in the career and vocational courses.

OSSE – SECONDARY TRANSITION CONTACT INFORMATION:

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