



DIVISION OF SPECIAL EDUCATION  
Q&A – February 16, 2022 – CAC MEETING



Q & A FOR CAC MEETING

QUESTIONS

ANSWERS

Questions During the DOTs Presentation

<p>1. How can we ensure that the IEP team meetings involve the Department of Rehabilitation and Regional Center (if applicable) for students with Individual Transition Plan for every student, especially those with severe to moderate disabilities?</p>	<p>When a student is a client of a partner agency, Transition teachers facilitate the invitation of agencies to the IEP meeting. This may include agencies such as the Department of Rehabilitation and Regional Center.</p> <p>During each IEP meeting in which an ITP is being reviewed, a discussion of agency involvement should take place, and the ITP should be completed accordingly.</p>
<p>2. Does the transition process start in middle school to prepare students for HS to adulthood?</p>	<p>The ITP process begins at the IEP prior to a student's 14th birthday. LAUSD Transition teachers are assigned to support LAUSD middle schools and provide ITP compliance training and resources to support students.</p>
<p>3. What types of transition assessments are used to have students with severe disabilities express their post-secondary goals?</p>	<p>There are many Transition assessments which have been created specifically to support students with significant support needs. Some assessments for this population which Transition teachers have been trained on include: Brigance, Choicemaker, O*Net, and Picture Interest Career Survey.</p>
<p>4. How are students who are unable to communicate their goals assessed? Are their caregivers given the assessment to complete?</p>	<p>Some of the assessments listed in question 3 above are examples of assessments which can be utilized to support students who are unable to verbally communicate goals. Parents and guardians participate in the ITP process as part of the IEP meeting.</p>
<p>5. There needs to be more than one transition teacher at each comprehensive high school. What can we do to change this?</p>	<p>At this time, there is a state-wide teacher shortage. We are actively recruiting additional Transition teachers and will be flying the position again this Spring.</p>
<p>6. What is a comprehensive high school campus?</p>	<p>A comprehensive high school is a high school site in LAUSD. These types of sites differ from alternative high school sites such as continuation schools or adult schools.</p>

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<p>7. What happens when the student has a signed power of attorney for the parent to assist in educational decision making?</p>	<p>Parents/guardians of students with disabilities typically have educational decision-making authority for their child, until the child turns 18 years of age. In California, when a child turns 18, he/she is considered a legal adult and educational decision-making authority transfers from the parent/guardian to the student, unless there is a court order/legal document stating otherwise. Adult students may assign educational decision making rights to someone else by providing written documentation.</p>
<p>8. How can we improve communication to parents regarding all the DOTs meetings and services not just to the students? Might you bring back some recommendations or what you are currently doing to support families?</p>	<p>We were able to share an example of our updated general flyer, and our other flyers should be updated soon. The flyers have been ordered for distribution to parents during IEP meetings at school sites. Transition teachers work with their school sites to conduct two Transition parent trainings per year.</p>
<p>9. Does the transition coordinator/advisor connect with families and let them know whether the student is on a diploma track or certificate of completion?</p>	<p>All students on the core/general education curriculum are working towards earning a diploma. It is an IEP team decision to place a student on the alternate curriculum. Students on the alternate curriculum are not eligible for a diploma.</p>
<p>10. What’s available for students who don’t necessarily have moderate to severe disabilities but are high-functioning with autism? How is the support provided to core students with autism while in High School and how the DOTS teachers set the student up for success in post-secondary education, employment, or both?</p>	<p>Students with ASD on traditional campuses will receive tailored transition lessons from the DOTS teacher as well as opportunities to participate in work-based learning experiences. DOTS teachers can also support the student with the Department of Rehabilitation and Regional Center for additional services as needed.</p>
<p><b>Questions During the CTC Presentation</b></p>	
<p>1. When, how and who determines the alternative curriculum pathway versus the diploma bound curriculum for students? Can it be a mixture of both pathways?</p>	<p>IEP teams determine eligibility, curriculum, and services (including placement) of students. Students who are working toward a high school diploma focus on the A-G graduation requirements. Electives are available in high school that support career technical education goals.</p>
<p>2. Do students have to end their education at age 22?</p>	<p>Eligibility for special education ends around age 22, depending upon the date of birth. Students can continue their education through adult education, community college, university, or other post-secondary education programs and can receive accommodations through Section 504 of the Rehabilitation Act. For more information visit the <a href="#">CDE webpage</a> .</p>

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<p>3. Are families part of this transition process?</p>	<p>Families and students are invited to participate in their IEPs that also include an ITP each year. Student goals are developed in collaboration with the student through interview, assessment, person-centered planning, or other methods.</p>
<p>4. Do speech and other related services contribute to the Individual Transition Plan?</p>	<p>As the ITP is part of the annual IEP team meeting, related service providers can be participants in the development of the document.</p>
<p>5. How is self-determination part of this plan?</p>	<p>Student interests are at the center of the ITP and transition planning process.</p>
<p>6. What is done to help prepare students and families financially for the future?</p>	<p>Connections to regional center and Department of Rehabilitation (*if eligible) provide information about financial planning.</p>
<p>7. What type of fundamentals are taught to students?</p>	<p>CTCs focus on both “soft skills” (interactions, skills that transfer across a wide variety of work settings) and “hard skills” (academics related to work or furthering education goals, use of equipment and materials)</p>
<p>8. Are students taught life skills? For example, creating a budget, balancing a checkbook, paying bills etc.?</p>	<p>CTCs include academics related to life-skills, such as reading, writing, and mathematics.</p>
<p><b>Questions During the Special Education Report</b></p>	
<p>1. Are parents allowed to observe their student in the classroom in person if they have a guest Daily Pass clearance?</p>	<p>Following COVID protocols, parents/guardians may make arrangements with the school administrator to observe their child in their classroom under specific and necessary circumstances.</p>
<p>2. Is the parent/guardian of every student with an IEP informed of Local District Special Education parent trainings? How does the Division of Special Education ensure every parent is informed?</p>	<p>Parents can find information about parent workshops by visiting the Division of Special Education Website under the parent option tab. This information is also included in the Parent Newsletter. Click on this link for more information <a href="https://achieve.lausd.net/Page/16784">https://achieve.lausd.net/Page/16784</a> Local Districts and Community of Schools also conduct parent workshops which information is posted on their respective websites.</p>

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Acronyms

1. CTC – Career and Transition Center
2. DOTS – District Office of Transition Services
3. IEP – Individual Education Plan
4. ITP - Individual Transition Plan
5. ASD - Autism Spectrum Disorder