Transition Services in the Public Schools: A Look at Individual Education Programs (IEPs) for Students Age 16 and Older. Resources will include: Exploratory activities, community connections, books, videos, websites, and more!

Topics to be covered:
- What is Transition?
- When should I begin Transition planning?
- What is the public school’s role in transition, including IDEA changes?
- Who should be involved in transition planning?
- What does a quality transition plan look like?
- Futures planning or person-centered planning

Date: August 18, 2005
Time: 10:00-11:15 am
Cost: *Free
Location: Deaconess Billings Clinic Conference Rm 4, or by phone.
Address: 2825 8th Avenue North Billings 59101
Who Should Attend: Anyone interested in learning about the transition process
Presenters: Sandy Taylor, Bobbie Thurston and Erin Cartwright

How Do Conference Calls Work?
1. Call Sandy or Bobbie to register @ 1-800-222-7585 or 255-0540. Email Sandy or Bobbie at staylor@pluk.org or bthurston@pluk.org.

2. You will be given a phone number and an access code for the conference call. Space is limited to 7 lines; however, you can have groups of people on one line if you have a speakerphone. More than one person per site is encouraged. *Sorry, there is no toll free number for long distance callers.

3. All Materials can be downloaded at www.pluk.org/Pubs/training/Transition_02-23-2005.pdf. Materials can also be mailed to participants or picked up at PLUK’s office at 516 N 32nd in Billings.

If interest continues, this transition training will be repeated on:
- September 22, 12:00pm - 1:15pm
- October 21, 2005 12:00 pm - 1:15 pm
- November 1, 2005 6:00 pm - 7:15 pm
What is Transition?

It is a process of planning and actively working with children to help them develop life skills and provide real life experiences to make it more likely they will become happy, successful, contributing members of society. The term transition does not only apply to post high school goals, but includes the many years of planning and working toward meaningful goals.

When should I begin transition planning?

It is never too early to begin transition planning

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<th>Age</th>
<th>Activity</th>
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| 0–2  | • Begin financial planning. Set aside money to assist with your child’s transition into adult living and revise when needed.  
• Encourage language communication. Assist your child to learn some means of communication. |
| 3–5  | • Involve your child in social activities such as: preschool, cooperative play, and daycare so the child obtains experiences in learning to socialize with others who are his or her own age. |
| 5–6  | • Seek inclusion. Consider very carefully the type of schooling your child should receive. Make sure he or she is included as much as possible in the regular school activities. |
| 6–11 | • Expect your child to participate in home, school and outside activities.  
• Teach your child life skills, |
| 6–11 cont. | • Begin to help your child understand sexual development as a part of growing up.  
• Make your child aware of safety issues. Teach your child how to protect him or herself from harm and how to avoid dangerous situations. Teach your child whom to call or what to do in the event of an emergency.  
• Teach your child about his or her disability, how to advocate for himself or herself, and allow your child to participate in the IEP process when appropriate. |
| 12–14 | • Functional (life skills) vs. Academic: Give thought to how much school time should be spent developing functional skills versus the time spent on academic skills.  
• Encourage your child to work, whether it is volunteer or paid employment. |
| 14–18 | • Teach your child to use public transportation to get around independently in the community.  
• Consider the type of high school program your child will pursue. When will he or she graduate? Does he or she need community based training, etc.?  
• Begin formal transition planning through the IEP in school to help your child be successful in the adult world. |
| 18–21 | • Encourage steps toward |
What is the Public school’s role in Transition?

1. The school district is required to write transition plans in the IEP for Special Education students who are preparing to leave high school. This should be a cooperative effort between school personnel, parents, and teachers. Federal law requires transition plans be in place by age 16.

2. The IEP team will develop goals that are realistic, measurable, and individualized to the preferences, interests, and needs of the student. Such goals may help the student transition from high school into postsecondary education, employment, or adult services. Student involvement is a crucial part of this process.

3. The schools needs to give written notice to parents in advance regarding the meeting.

4. A projected four–year plan of the courses the student will take to meet transitional needs and graduation requirements will be included in the IEP.
5. School personnel are obligated to invite a representative of any agency who is likely to pay for future transition services to attend IEP meetings for students who will need adult services after graduation.

Who should be involved in a Transition Planning meeting?

- Parents
- The Student
- Special Educator
- Administrator
- Regular educator

What are the Steps involved in transition planning for high school?

1. Make an educated guess where the child will be after high school
2. Where will the child’s next step in education likely be? For example: Community based instruction, life skills, or academic instruction.
3. Make plans for environmental changes: How will the child transition from classroom to classroom? How will he or she learn to understand the demands and expectations of individual teachers and staff?
4. Identify the child’s strengths and weakness.
5. Match the child’s strengths and weaknesses with appropriate courses, teachers, and activities whenever possible.
6. Make a plan that includes a coordinated set of activities and long-range educational goals that will lead to your child’s success.
What should parents look for in a quality transition plan?

- Age appropriateness
- Activities that are community referenced
- Functional skills: displaying good work habits, communicating needs, making decisions, and managing money, etc.
- Skills that can be generalized
- Activities that are based on the individual’s preferences and interests, desired post-school goals, present abilities as they relate to transition goals.

How can parents be involved in the transition planning process?

- Understand what transition means
- Participate and reinforce transitional activities
- Be sure the IEP contains sufficient goals relating to transition
- Be sure the school is allocating enough time for the transitional needs of your child.
- Help your child develop good work habits and his or her confidence level.
Futures Planning: What is it?

- Futures planning focuses more on opportunities for people with disabilities to develop personal relationships have positive roles in the community and develop skills and abilities to achieve these goals.

- Futures planning seeks to eliminate the pattern of looking for deficiencies. It builds on the person’s capabilities and opportunities in the community.

What is involved in futures planning?

- **Facilitators:** You will need two facilitators: one for the interview process and one for recording responses.

- **Comfortable setting:** a home or school setting is best.

- **Focus person:** The person who the meeting is being held for.

- **Participants:** close friends, family members, neighbors, teachers, doctors, or therapists. People who know the focus person well, and are committed to following through with the plan that is developed.

- **Time:** You will need approximately two hours for the meeting.
• **Newsprint and markers:** The recorder should record on newsprint all comments made by the group. The recorder should use colored markers, symbols and words to create a “map” or illustration to show a pattern of the person’s life and use this as a foundation for futures planning.

**What are the steps to futures planning?**

1. Create a profile of the individual’s important information.

2. Develop a plan based on the information gathered at the meeting.

3. Make a commitment to form a network of support to help the individual carry out the plan.
Parent Survey

Dear Parents:

As your son or daughter moves closer to graduation, it is important to begin to plan for his/her future. At the next Individual Education Plan meeting (IEP) we will develop a transition plan. The transition plan will identify future goals for your son/daughter and ways to support him/her in reaching these goals. We would all like to see our students become productive members of society. Your input and involvement is critical. Please take a few minutes to complete this transition survey. Think of your son/daughter as an adult after graduation and identify your dreams/goals for him/her.

CAREER / EMPLOYMENT

I think my son/daughter could work in:

☐ Full time regular job (competitive employment)
☐ Part time regular job (competitive employment)
☐ A job which has support and is supervised, full or part time (supported employment)
☐ Sheltered employment / day program
☐ Military service
☐ Volunteer work
☐ Other: ____________________________

My son's/daughter's strength in this area is:

My son/daughter seems to be interested in working as...

When I think of my son/daughter working, I am afraid that...

To work my son/daughter needs to develop skills in:

EDUCATION:

Future education for my son/daughter will include:

☐ College or University
☐ Community College
☐ Vocational training
☐ On-the-job training
☐ Personal development classes
☐ Other: ____________________________

My son's/daughter's educational strengths are:

To attend post-secondary training my son/daughter will need to develop skills in:
TRANSPORTATION:

When my son or daughter graduates he/she will:

☐ Have a driver's license and a car
☐ Walk or ride a bike
☐ Use public transportation independently (bus, taxi, train)
☐ Supported transportation (family, service groups, carpool, special program)
☐ Other ________________________________

My son's/daughter's strength in this area is:

When I think of my son/daughter traveling around the community I worry about...

To access transportation my son/daughter needs to develop skills in...

Review the following items. Please identify 3 to 5 areas within each category. My son or daughter needs information/support in the following areas:

SOCIAL / INTERPERSONAL:

☐ Making friends
☐ Setting goals
☐ Family relationship
☐ Handling legal responsibilities
☐ Other:______________________________
☐ Handling anger
☐ Communicating needs/wants
☐ Relationships with the opposite sex
☐ Counseling

PERSONAL MANAGEMENT:

☐ Hygiene
☐ Safety
☐ Mobility
☐ Domestic skills
☐ Money management/budgeting
☐ Time/time management
☐ Personal care
☐ Other:______________________________

HEALTH:

☐ Ongoing care for a serious medical condition
☐ Sex education
☐ Other:______________________________
☐ AIDS awareness
☐ Information on drug abuse
RESIDENTIAL / LIVING:

After graduation my son or daughter will live:

☐ On his/her own in a house or apartment
☐ With a roommate
☐ Supervised living situation (group home, supervised apartment)
☐ With family
☐ Other ________________________________

My son's/daughter's strength in this area is:

When I think about where my son/daughter will live I am afraid that...

To live as independently as possible my son or daughter needs to develop skills in:

RECREATION AND LEISURE:

When my son/daughter graduates I hope he/she is involved in:

☐ Independent recreational activities
☐ Activities with friends
☐ Organized recreational activities (clubs, team sports)
☐ Classes (to develop hobbies and explore areas of interest)
☐ Supported and supervised recreational activities
☐ Other ________________________________

During free time, my son or daughter enjoys:

My son's/daughter's strength in this area is:

When I think of the free time my son or daughter will have after graduation I am afraid that:

To be active and enjoy leisure time my son or daughter needs to develop skills in:

Adapted to Yellowstone-West/Carbon County Special Services Cooperative Interagency Agreement from the Colorado Transition Manual
Transition Survey

Student ___________________________ Date ________________

This survey addresses those areas identified by federal law for transition planning. Please complete the following checklist for your child/student by checking the boxes as indicated. Please add any comments or concerns that you feel will assist the team in making decisions for the Individualized Education Plan and transition program.

Area 1: Post Secondary Education

- My son/daughter intends to go on to post secondary education or training as indicated:
  - ☐ 4 Year College
  - ☐ 2 Year or Community College
  - ☐ Vocational/Technical School
  - ☐ Other ________________________________
  - ☐ My son/daughter does not intend to go on to post secondary education

- I would like the IEP team to support my child in the following ways:
  - ☐ Assistance in making appointments with school counselor for post secondary school information
  - ☐ Assistance in accessing the Career Center for school search activities
  - ☐ Assistance in applying for scholarships
  - ☐ Assistance in making application for financial aid
  - ☐ Assistance in arranging necessary placement and college entry tests
  - ☐ Assistance in arranging modifications for the ACT or SAT
  - ☐ Other ________________________________
  - ☐ I do not wish to have the IEP team address the post secondary education at this time

Comments: ___________________________________________

Area 2: Vocational Training

- My son/daughter has successfully completed course work in the following Vocational areas:
  - ☐ Wood shop
  - ☐ Metal shop
  - ☐ Auto
  - ☐ Graphic Arts
  - ☐ Health Studies
  - ☐ Business Machines
  - ☐ Welding
  - ☐ Foods
  - ☐ Photography
  - ☐ Computers
  - ☐ Other ________________________________

- My son/daughter requires the following assistance in vocational skill training:
  - ☐ Identifying appropriate classes for areas of interest
  - ☐ Vocational assessment information to identify areas of interest
  - ☐ Classroom support or accommodation for academic demands of vocational classes
  - ☐ Referral to an adult agency for post secondary vocational training options
  - ☐ Other ________________________________
  - ☐ My son/daughter does not require IEP team assistance in vocational skill training at this time

Comments: ___________________________________________
Area 3: Integrated Employment

- My son/daughter has had the following work experiences:
  - [ ] Volunteer employment
  - [ ] Paid employment
  - [ ] No previous employment

- My son/daughter requires IEP team assistance in the following areas:
  - [ ] Career exploration
  - [ ] Identification of personal interests, values, and skills
  - [ ] Career planning
  - [ ] Understanding the labor market
  - [ ] Conducting a job search
  - [ ] Completing applications for employment
  - [ ] Job interviewing skills
  - [ ] Résumé preparation
  - [ ] Developing pre-employment behaviors: following directions, staying on task, completing a task, locating materials, dress and grooming issues, etc.
  - [ ] Developing employment behaviors: attendance, punctuality, use of equipment, independent work habits, completing assigned tasks accurately, increasing productivity, etc.
  - [ ] Developing social skills needed for employment: interactions with co-workers and supervisors, acceptance of corrections, dealing with work related stress, problem solving, mediation of conflicts, maintaining a positive attitude for work, etc.
  - [ ] On the job training with a job coach
  - [ ] Supported on the job training
  - [ ] Other
  - [ ] My son/daughter does not require assistance from the IEP Team in developing employment skills at this time

Comments: ___________________________________________________________
Area 5: Adult Services

- My son/daughter is currently connected to the following community agencies:
  - Dept. of Family Services
  - Social Security Administration
  - Development Disabilities Program
  - Employment Resources
  - WestMont Habilitation Services, Inc.
  - AWARE
  - Golden Triangle
  - Other

- My son/daughter requires IEP Team assistance in the following:
  - Identifying appropriate agencies for support services
  - Referral to an adult provider (Please identify them by starring * in the last above)
  - Assistance in completing an application for services
  - Other

- My son/daughter does not require IEP Team assistance in the Adult Services area at this time

Comments:

Area 6: Independent Living Skills

- My son/daughter has age appropriate skills in the following areas:
  - budgeting
  - cooking
  - communication skills
  - community safety
  - caring for personal health
  - accessing legal assistance
  - money skills
  - use of credit
  - personal relationships
  - friendship making skills
  - Other

- My son/daughter needs IEP Team assistance in the following areas:
  - Money management (banking, credit, budgeting)
  - Personal care (dress, grooming, hygiene)
  - Household management (paying bills, rent, household maintenance, cleaning, etc.)
  - Community safety (stranger danger, crossing streets, community mobility)
  - Personal relationships (friendship making skills, sex education, appropriate touch)
  - Caring for others (parenting skills, family relationships, dating, marriage)
  - Communication skills
  - Recreation and leisure skills
  - Self advocacy (accessing assistance in legal, medical, and financial areas)
  - Other
square  My son/daughter does not need IEP Team assistance in the Independent Living area at this time

Comments: ____________________________________________________________

_______________________________________________________________

Area 7: Community Participation

• My son/daughter accesses the following community organizations
  □ Church or Religious organization of choice
  □ Private athletic club
  □ Boys and girls club
  □ Community swimming pools
  □ School athletics/civic clubs/extracurricular activities
  □ Other

• My son/daughter uses the following transportation
  □ Drives self  □ Dial-A-Ride
  □ Cab service  □ Family/friends
  □ Bike       □ Walks
  □ District bus
  □ My son/daughter needs IEP Team assistance in the following areas:
  □ Identifying community organizations and activities
  □ Participating in school activities
  □ Using community skills
  □ Developing recreation/leisure skills
  □ Accessing Dial-A-Ride
  □ Referral to Community Service provider
  □ Financial assistance/scholarships for community centers
  □ Other
  □ My son/daughter does not need IEP Team assistance in the area of Community Access services

Comments: ____________________________________________________________

_______________________________________________________________

Please help us to understand your current priorities by indicating your preferences for the upcoming IEP meeting planning. Rate each area below form 7-6. A "1" indicates the area of greatest need. A "6" indicates an area of little or no concern at present.

--- Post secondary education
--- Vocational training
--- Continuing/Adult education
--- Adult Services
--- Independent Living Skills
--- Community Participation

Thank you for completing this survey. This information will be tremendously important as we continue to meet and plan for your child's high school and post secondary needs. Please return to

Adapted from: Kelly Walsh High School Transition Survey (Cheryl Junge)
Helpful Websites for Secondary Transition

Montana Sites

http://www.opi.state mt.us/SpecEd/trans.html
Office of Public Instruction

http://www.msubillings.edu/transition/
Transition Project Home MSU-B

http://ruralinstitute.umt.edu/
UM Rural Institute

http://www.pluk.org/
Parents, Let’s Unite for Kids

http://www.mtecc.org/index1.htm
Montana Council for Exceptional Children

Regional Sites

http://www.usu.edu/mprrc/
Mountain Plains RRC

http://interact.uoregon.edu/wrrp/transitiondocument.html
Western RRC

National Sites

http://www.transitioncoalition.org/index.html
Transition Coalition

http://www.k8accesscenter.org/
The Access Center

http://www.pacer.org/
PACER Center

http://www.nichcy.org/
National Dissemination Center for Children with Disabilities

http://www.cspd.net/
CSPD

http://www.neset.org/
The National Center on Secondary Education and Transition

http://www.ed.gov/offices/OSERS/OSEP/index.html
Office of Spec Ed Programs

updated March 2004
**TRANSITION SERVICES**
For ALL students beginning with the IEP to be in effect when the child is 16 and updated annually thereafter.

**STUDENT'S DESIRED POST-SCHOOL ACTIVITIES:**
(In the areas of postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation)

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**RESULTS OF AGE-APPROPRIATE TRANSITION ASSESSMENTS:**
( √ Results Attached)

**EDUCATION:**

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**EMPLOYMENT:**

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**TRAINING:**

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**INDEPENDENT LIVING SKILLS** (if appropriate):

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<th>Skill</th>
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**POSTSECONDARY GOALS**

Measurable postsecondary goals are based on age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills. Clearly specify the desired level of achievement.

Measurable Postsecondary Goal (# __):

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<th>Goal Description</th>
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Measurable Postsecondary Goal (# __):

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**TRANSFER OF RIGHTS AT AGE OF MAJORITY**

The student has been informed of his or her rights under IDEA that will transfer to the student on reaching the age of majority. The student must be informed at least one year before the student reaches age 18.

Date student was informed of the transfer of rights: _____________
Date student reaches the age of majority: _____________

July 2005
Describe below a coordinated set of activities designed within a results-oriented process to:
a. focus on improving the academic and functional achievement of the student;
b. directly relate to the student’s measurable postsecondary goals and the student’s strengths preferences and interests; and
c. promote movement from school to post-school settings and activities.

Courses of study needed to assist the student in reaching her or his goal(s):

Anticipated Graduation Date: __________ Credits earned to date: __________

Total number of credits required for graduation: __________

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<thead>
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<th>School Year</th>
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TOTAL ______/______

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<tr>
<th>TRANSITION SERVICE AREA</th>
<th>TRANSITION SERVICES NEEDED TO ASSIST THE STUDENT IN MEETING POSTSECONDARY GOALS (include timeline for achievement)</th>
<th>PERSON OR AGENCY RESPONSIBLE</th>
<th>ANNUAL GOAL # (If necessary)</th>
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<tr>
<td>INSTRUCTION</td>
<td>☐ Discussed and not needed</td>
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<tr>
<td>EMPLOYMENT</td>
<td>☐ Discussed and not needed</td>
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<tr>
<td>COMMUNITY EXPERIENCES</td>
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<tr>
<td>POST-SCHOOL ADULT LIVING</td>
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<td>RELATED SERVICES</td>
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<td>DAILY LIVING</td>
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<td>FUNCTIONAL VOCATIONAL ASSESSMENT</td>
<td>☐ Discussed and not needed</td>
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July 2005
TRANSITION RESOURCES
From PLUK's Library

Developing Transition Plans by Paul Wehman  TRA152

TRA107

Laying Community Foundations for Your Child with a Disability: How to Establish
Relationships that Will Support Your Child after You're Gone by Linda Stengle
TRA116

Life Planning Workbook: A Hands-On Guide to Help Parents Provide for the
Future Security and Happiness of Their Child with a Disability after Their Death
TRA92

Meting the Needs of Youth with Disabilities: Examples of Students with
Disabilities Accessing SSI Work Incentives  TRA155

Parents' Guide to Transition: What Happens after High School by Katharin Kelker
and Roger Holt  TRA115

The Road Ahead: Transition to Adult Life for Persons with Disabilities by Keith
Storey  TRA162

Self-Determination Strategies for Adolescents in Transition by Sharon Field and
Others   TRA145

Transition: Ending the Tug of War: Montana Transition Project Resource
Directory prepared by the Montana Center on Disabilities   TRA123

Transition from School to Young Adulthood: Basic Concepts and Recommended
Practices by James Patton   TRA139

The Transition Handbook: Strategies High School Teachers Use that Work by
Carolyn Hughes & Erik Carter   TRA159

CURRICULUM:

Transition Curriculum: From School to Career and Adulthood

VIDEOS:
HIGH SCHOOL GRADUATION

(choose one box)

☐ The IEP team determined that the student will meet the district's graduation requirements, or will substantially complete the measurable annual goals and will not need new measurable annual goals. The IEP team will not develop a new Individualized Education Program and the student is expected to graduate with a regular diploma at the end of the current school year.

☐ The IEP team determined that the student will not meet the district’s graduation requirements, or will not substantially complete the measurable annual goals, and will need new measurable annual goals for the coming school year. The student is not expected to graduate with a regular diploma at the end of the current school year and the IEP team must develop a new Individualized Education Program for the next school year.
Dear __________,

(legal guardian)

Your child will soon reach age 18. Under Montana state law, all rights accorded to parents of students with disabilities under the Individuals with Disabilities Education Act transfer to your child on his or her 18th birthday, unless you have been granted legal guardianship of your adult student.

At age 18, the student becomes responsible for making all decisions regarding future educational services. Enclosed is a copy of the brochure *Parental Rights in Special Education*, which identifies the rights that transfer to your child. The district will continue to provide you with notice of CST and IEP meetings.

If you have questions, please contact me.

Sincerely,

______________
IEP Manager

______________
Phone Number

Enclosure: *Parental Rights in Special Education*

March 2003
Dear [Student],

Montana law states that you will become an adult at age 18. On your 18th birthday, all rights and responsibilities granted to your parents under the Individuals with Disabilities Education Act will transfer to you, unless a court has appointed your parents or another individual as your legal guardian.

At age 18, you can make your own educational decisions. Your parents will continue to receive notices of all CST and IEP meetings. Enclosed is a copy of the rights that will transfer to you at age 18 (Parental Rights in Special Education).

If you have questions, please contact me.

Sincerely,

[Signature]

IEP Manager

Phone Number

Enclosure: Parental Rights in Special Education

March 2003
More and more high school students with disabilities are planning to continue their education in postsecondary schools, including vocational and career schools, two- and four-year colleges, and universities. As a student with a disability, you need to be well informed about your rights and responsibilities as well as the responsibilities that postsecondary schools have toward you. Being well informed will help ensure that you have a full opportunity to enjoy the benefits of the postsecondary education experience without confusion or delay.

The Office for Civil Rights (OCR) in the U.S. Department of Education is providing the information in this pamphlet to explain the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure that the school does not discriminate on the basis of disability.

OCR enforces Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II), which prohibit discrimination on the basis of disability. Practically every school district and postsecondary school in the United States is subject to one or both of these laws, which have similar requirements.

Because both school districts and postsecondary schools must comply with these same laws, you and your parents might believe that postsecondary schools and school districts have the same responsibilities. This is not true; the responsibilities of postsecondary schools are significantly different from those of school districts.

Moreover, you will have responsibilities as a postsecondary student that you do not have as a high school student. OCR strongly encourages you to know your responsibilities and those of postsecondary schools under Section 504 and Title II. Doing so will improve your opportunity to succeed as you enter postsecondary education.

The following questions and answers provide more specific information to help you succeed.

As a student with a disability leaving high school and entering postsecondary education, will I see differences in my rights and how they are addressed?

Yes. Section 504 and Title II protect elementary, secondary and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district's jurisdiction. Whatever the disability, a school district must identify an individual's education needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

Unlike your high school, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. In addition, if your postsecondary school provides housing to nondisabled students, it must provide comparable, convenient and accessible housing to students with disabilities at the same cost.

Other important differences you need to know, even before you arrive at your postsecondary school, are addressed in the remaining questions.

May a postsecondary school deny my admission because I have a disability?

No. If you meet the essential requirements for admission, a postsecondary school may not deny your admission simply because you have a disability.

Do I have to inform a postsecondary school that I have a disability?

No. However, if you want the school to provide an academic adjustment, you must identify yourself as having a disability. Likewise, you should let the school know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a
disability is always voluntary.

What academic adjustments must a postsecondary school provide?

The appropriate academic adjustment must be determined based on your disability and individual needs. Academic adjustments may include auxiliary aids and modifications to academic requirements as are necessary to ensure equal educational opportunity. Examples of such adjustments are arranging for priority registration; reducing a course load; substituting one course for another; providing note takers, recording devices, sign language interpreters, extended time for testing and, if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading, voice recognition or other adaptive software or hardware.

In providing an academic adjustment, your postsecondary school is not required to lower or effect substantial modifications to essential requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make modifications that would fundamentally alter the nature of a service, program or activity or would result in undue financial or administrative burdens. Finally, your postsecondary school does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

If I want an academic adjustment, what must I do?

You must inform the school that you have a disability and need an academic adjustment. Unlike your school district, your postsecondary school is not required to identify you as having a disability or assess your needs.

Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following these procedures. Postsecondary schools usually include, in their publications providing general information, information on the procedures and contacts for requesting an academic adjustment. Such publications include recruitment materials, catalogs and student handbooks, and are often available on school Web sites. Many schools also have staff whose purpose is to assist students with disabilities. If you are unable to locate the procedures, ask a school official, such as an admissions officer or counselor.

When should I request an academic adjustment?

Although you may request an academic adjustment from your postsecondary school at any time, you should request it as early as possible. Some academic adjustments may take more time to provide than others. You should follow your school’s procedures to ensure that your school has enough time to review your request and provide an appropriate academic adjustment.

Do I have to prove that I have a disability to obtain an academic adjustment?

Generally, yes. Your school probably will require you to provide documentation that shows you have a current disability and need an academic adjustment.

What documentation should I provide?

Schools may set reasonable standards for documentation. Some schools require more documentation than others. They may require you to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist or other qualified diagnostician. The required documentation may include one or more of the following: a diagnosis of your current disability; the date of the diagnosis; how the diagnosis was reached; the credentials of the professional; how your disability affects a major life activity; and how the disability affects your academic performance. The documentation should provide enough information for you and your school to decide what is an appropriate academic adjustment.

Although an Individualized Education Program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you, it generally is not sufficient documentation. This is because postsecondary education presents different demands than high school education, and what you need to meet these new demands may be different. Also in some cases, the nature of a disability may change.

If the documentation that you have does not meet the postsecondary school’s requirements, a school official must tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation.

Who has to pay for a new evaluation?

Neither your high school nor your postsecondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. This may mean that you have to pay or find funding to pay an appropriate professional to do it. If you are eligible for services through your state vocational rehabilitation agency, you may qualify for an evaluation at no cost to you. You may locate your state vocational rehabilitation agency through this Department of Education Web page: http://www.ed.gov/about/offices/list/osers/rsa/index.html

Once the school has received the necessary documentation from me, what should I expect?

The school will review your request in light of the essential requirements for the relevant program to help determine an appropriate academic adjustment. It is important to remember that the school is not required to lower or waive essential requirements. If you have requested a specific academic adjustment, the school may offer that academic adjustment or an alternative one if the alternative also would be effective. The school may also conduct its own evaluation of your disability and needs at its own expense.

You should expect your school to work with you in an interactive process to identify an appropriate academic adjustment. Unlike the experience you may have had in high school, however, do not expect your postsecondary school to invite your parents to participate in the process or to develop an IEP for you.

What if the academic adjustment we identified is not working?

Let the school know as soon as you become aware that the results are not what you expected. It may be too late to correct the problem if you wait until the course or activity is completed. You and your school should work together to resolve the problem.

May a postsecondary school charge me for providing an academic adjustment?

No. Furthermore, it may not charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

What can I do if I believe the school is discriminating against me?

Practically every postsecondary school must have a person—frequently called the Section 504 Coordinator, ADA Coordinator, or Disability Services Coordinator—who coordinates the school’s compliance with Section 504 or Title II or both laws. You may contact this person for help.
Students with Disabilities Preparing for Postsecondary Education -- Printable

http://www.ed.gov/print/about/offices/list/ocr/transition.html

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information about how to address your concerns.

The school also must have grievance procedures. These procedures are not the same as the due process procedures with which you may be familiar from high school. However, the postsecondary school's grievance procedures must include steps to ensure that you may raise your concerns fully and fairly and must provide for the prompt and equitable resolution of complaints.

School publications, such as student handbooks and catalogs, usually describe the steps you must take to start the grievance process. Often, schools have both formal and informal processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your request.

If you are dissatisfied with the outcome from using the school’s grievance procedures or you wish to pursue an alternative to using the grievance procedures, you may file a complaint against the school with OCR or in a court. You may learn more about the OCR complaint process from the brochure How to File a Discrimination Complaint with the Office for Civil Rights, which you may obtain by contacting us at the addresses and phone numbers below, or at http://www.ed.gov/ocr/docs/howto.html.

If you would like more information about the responsibilities of postsecondary schools to students with disabilities, read the OCR brochure Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's Obligations Under Section 504 and Title II of the ADA. You may obtain a copy by contacting us at the address and phone numbers below, or at http://www.ed.gov/ocr/docs/auxaids.html.

Students with disabilities who know their rights and responsibilities are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends and fellow students, including those with disabilities. Know your talents and capitalize on them, and believe in yourself as you embrace new challenges in your education.

To receive more information about the civil rights of students with disabilities in education institutions, contact us at:

Customer Service Team
Office for Civil Rights
U.S. Department of Education
Washington, D.C. 20202-1100
Phone: 1-800-421-3481
TDD: 1-877-521-2172
Email: ocr@ed.gov
Web site: www.ed.gov/ocr

You may be familiar with another federal law that applies to the education of students with disabilities—the Individuals with Disabilities Education Act (IDEA). That law is administered by the Office of Special Education Programs in the Office of Special Education and Rehabilitative Services in the U.S. Department of Education. The IDEA and its Individualized Education Program (IEP) provisions do not apply to postsecondary schools. This pamphlet does not discuss the IDEA or state and local laws that may apply.

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This publication is also available on the Department's Web site at http://www.ed.gov/ocr/transition.html.

Any updates to this publication will be available at this Web site. On request, this publication is also available in alternate formats, such as Braille, large print, or computer diskette. For more information, please contact the Department’s Alternate Format Center 202-260-9895 or (202) 260-0818.
The purpose of the review of existing evaluation data is to identify what, if any, additional data are needed to determine:

- Whether the student has or continues to have a disability;
- The present levels of performance and educational needs of the student;
- Whether the child needs or continues to need special education and related services; and
- Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the Individualized Education Program of the child and to participate, as appropriate, in the general curriculum.

The following existing evaluation data were reviewed:

- Current Classroom-Based Assessments and Observations
- Teacher and Related Services Providers' Observations
- Evaluations and Information provided by the parents of the student
- Other: ______________________________________________________________________________________

Based on the review of the existing evaluation data, the IEP Team and other qualified professionals have determined that:

☐ Additional data are needed to determine whether the student continues to be a student with a disability. Additional data are needed for the following reason(s): _____________________________________________

☐ Additional data are not needed to determine whether the student continues to be a student with a disability. Reason for determination: ____________________________________________________________________________

As the parent, you have the right to request an assessment to determine whether your child continues to be a student with a disability. The school district shall not be required to conduct such an assessment unless requested by the child’s parents.

☐ The parent and the school district agree that a three-year reevaluation is unnecessary. The next three-year comprehensive reevaluation is due ____________ . The parent or school district may request a reevaluation prior to this date.

The IEP Team may conduct the Review of Existing Evaluation Data without a meeting.

The following persons, as indicated by their signatures, have participated in the Review of Existing Evaluation Data:

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<th>Parent</th>
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<td>Student</td>
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<td>Administrator or Designee</td>
<td>Date</td>
<td>Speech/Language Pathologist</td>
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<tr>
<td>General Education Teacher</td>
<td>Date</td>
<td>School Psychologist</td>
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Instructions:
Fill in connections where they exist. Indicate the nature of the connection with a descriptive word or by drawing different kinds of lines (see legend at right).
Types of Relationships

**Intimate/romantic relationships:**

An intimate relationship with another person. These people generally know most of your deepest secrets.

**Friendships:**

What you do together is not as important as what you are together. You don't love the other person's qualities or interests; you love the person.

**Recreational relationships:**

People you spend time with bowling, skiing, running, partying, etc. You aren't necessarily close to these people, but you like them because they enjoy the same things you do.

**Common-goal relationships:**

The common or shared goal is the primary reason these people relate. This is often the source of work-based relationships.

**Contractual relationships:**

Something is exchanged for something else. It could be a product, service or experience, but is usually money-involved and terminated when one or both parties run out of goods.

**Power-point relationships:**

One person or a team of persons become the “power point.” Energy is fed to the “power point” person so the entire group fulfills its common goal. For example, people working with an Olympic athlete, president-elect or pageant participant would be in a power-point relationship. In this type of relationship, the point person does not return the energy to others and only needs to do his/her best in the event.
Types of Associations

Associations are groups of people working together on a face-to-face basis and engaged in public versus private life.

**Formal associations:**

Examples are Shriner's, American Legion, bowling leagues, etc. Formal associations usually follow a set of rules and have a code of conduct.

**Informal associations:**

Examples would be poker clubs, coffee groups, and gatherings of neighbors. These groups do not have officers and there is no public name. Sometimes they may turn into formal groups so that ideas can be addressed in a more structured relationship.

**Gathering associations:**

In gathering associations, interactions are based on the people being in the same place together. Examples are restaurants, hairdressers, barbershops, bars, stores, etc.

The benefits of participating in associations and community activities:

- Groups of people offer many possible relationships.
- There may be greater continuity of relationships.
- Groups are more visible to the community at large.
- Rather than introduce one person to another, you can bring an individual into a full web of community life.
- Relationships are where capacities can be expressed (capacities are the center of democratic society).
- Interacting with others can be empowering.
My Relationships

Intimate/romantic relationships:

Friendships:

Recreational relationships:

Common-goal relationships:

Contractual relationships:

Power-point relationships:

My Associations

Formal associations:

Informal associations:

Gathering associations:
WHY Futures Planning?

Personal Futures Planning falls under the umbrella of Person-Centered Planning (PCP), which includes a variety of processes that can help individuals with disabilities plan for a more positive future.

Futures Planning was developed over 20 years ago as a tool to better understand the experiences of people with disabilities and to find creative methods for improving those experiences.

Five essential outcomes of PCP processes:

1. Being involved and participating in community life (shopping, visiting friends, church, movies, restaurants, health clubs, etc.).
2. Gaining and maintaining satisfying relationships. Many people with a disability are not encouraged or supported in obtaining friendships, romantic relationships or even sustained family ties.
3. Expressing preferences and making decisions in everyday life. This outcome emphasizes supporting the focus person’s right to make little and big choices in life.
4. Having the opportunity to fulfill lifelong dreams and to live with dignity.
5. Continuing to develop personal competencies (providing opportunities, support, and positive encouragement).

The benefits of Futures Planning include:

1. Changing the views of society members from limitation to possibilities
2. Emphasizing empowerment
3. Focusing on community involvement (shifting from systems to relationships)
4. Enacting organizational change through the group processes

What is Personal Futures Planning?

What will you need to drive from here to Jacksonville, Florida for the first time? A map! A PFP is a mental map. Unlike road maps that fail to warn or prepare us for obstacles, the PFP helps identify potential barriers so we can prepare for, enlist help against, and overcome them.
“PFP is an evolving structure for helping you examine where you are now, and to develop a plan or map which shows the way to a self-determined future. It is a design tool for identifying and infusing the positives in our lives and minimizing the negatives. It provides a template for designing a successful life journey. It may make the difference between just existing and real living, depending on our willingness to step out in the directions we set for ourselves” — a person with a disability.

PFP encourages you to

➢ sort through what life was like in the past
➢ take a rational look at life now— what you like and what you may want to change
➢ map out your future — where you want to be (what you want) and how to get there

It is a set of tools and procedures with certain underlying values that are designed to help the individual with disabilities get from here to there. The “there” is a self-determined positive future.

**What is a map?**

A map is a detailed written representation of the path you must take to get from where you are now to where you want to be in the future. A good map also shows us what routes might be helpful and points out potential barriers.

**What are mental maps?**

The principles are the same, but the destination is a desired future rather than a geographic location. Mental maps are mental images of a desired future. The more detailed we make them, the more likely it becomes that we will follow them to that future.

**How many of you have a clear mental map of your desired future?**

Many of us have dreams and aspirations. Many of us have plenty of obstacles that we become stuck on. Some obstacles are negative thoughts (such as “I can’t” and “nobody cares”). Some obstacles are system (or service delivery) problems (such as a lack of resources).
The purposes of Personal Futures Planning include:

- To help you move beyond the issue of having a disability
- To help you find a new direction toward a better life
- To help you take the path(s) required to get there
- To sort through what your life was like in the past
- To think about your current situation more rationally
- To determine what is good about your current situation
- To determine what you may want to change
- To clearly map out your future

Personal Futures Planning can:

- Encourage you and your family, friends, advocate, and others who are important in your life
- Help you see yourself as a complete person rather than a broken person
- Help you identify sources of support and align them with your wishes
- Empower you to recognize obstacles and identify your strengths
- Help you develop a personal vision or mental map for a desired future

When should a Futures Plan occur?

There is no perfect time to do a Futures Plan, but the following are important predictors that the team and focus person will get the most of the process:

- You have had time during/ after the onset of disability to adjust to changes in your life
- You have begun to deal with the loss of some former abilities
- You can envision a better future

Should you consider Personal Futures Planning?

Personal Futures Planning is not for everyone nor is it always a good time in a person’s life to begin the process. Many people with a disability are not ready to let go of the life they had prior to the disability. These individuals might benefit from counseling before they begin the PFP process. If a person is not truly ready, an ill-advised Futures Plan could create false hope and lead to increased depression and loneliness.

How fast can I expect results?

Personal Futures Planning is a journey, not a quick fix. It requires a firm commitment from the focus person and his or her team members to participate. The journey is also a process of adapting and is likely to change many times along the way.
**Systems change component**

Futures Planning is designed to assist the focus person and his or her family better understand a system that frequently offers little support. Futures Planning also assists service providers to identify and change systems delivery. The process may help others to recognize contributions and develop further opportunities for additional contributions to society by individuals with disabilities. Service delivery systems should ultimately be person-oriented.

**How does it work?**

Personal Futures Planning is a process of addressing areas of significance to the individual with a disability, his or her family, friends and other planning team members. Maintaining and building relationships are critical components of personal futures planning.

The process begins with a clear focus or objective. Next we create a supportive team made up of committed participants such as:

- Facilitator
- Focus person
- Family, guardian, advocate, or designee as appropriate
- Friends
- Community members
- Staff members
- Systems members

Next we meet together for motivation, support and planning.

**Four phases in Personal Futures Planning:**

1. Beginning My Journey
2. Expanding and Deepening My Relationships
3. Redefining Myself
4. Realizing My Vision
PHASE ONE: Beginning My Journey

Map 1: People Willing to Support and Help
   a. Who do I rely on?
   b. Who understands what my life is like?
   c. Who do I trust?

Map 2: What I Want to Accomplish in My Life
   a. What are the barriers that keep me from doing what I want?
   b. What do I feel I need most that I am not getting?
   c. What about my life angers or saddens me?
   d. Am I free to make my own choices?

Map 3: My Interests and Desires
   a. What interests me most that I am not doing now?
   b. What would I like to accomplish?
   c. What do I want to improve about my self, life, situation?
   d. Who do I most want to spend time with?
   e. What would I like to do?

PHASE TWO: Expanding and Deepening My Relationships

Map 4: My Supportive Relationships
   a. Divided into four quadrants (friends, family, community and service providers)
   b. Positioned according to closeness of relationship

Map 5: Strengths and Weaknesses of My Relationships
   a. Divided into four quadrants (what worked and what did not work in relationships both before and after the disability)

Map 6: Improvements in My Relationships
   a. Improve current, restore past and encourage new relationships
   b. Are there any relationships that are uncomfortable and I would like to change?
   c. What activities or groups in my community interest me?
PHASE THREE: Redefining Myself

Reconciliation who you were before the disability and who you are now. “If we hold on too tightly to the past, we cannot embrace the future.”

Map 7: My Interests and Strengths
   a. Two lists (what were my interests and strengths before disability/ injury, if appropriate, and what are they now?)

Map 8: My Challenges and Problems
   a. Two lists (what were the challenges in my life; things that were frustrating, boring, exhausting, problematic or annoying before my disability/ injury and what are the challenges now?)

Map 9: Who I Am Now
   a. Review earlier maps, particularly 5, 7 and 8.
   b. How do I describe myself now?
   c. What do I want people to know about me now?
   d. How would I describe myself to a new acquaintance?

PHASE FOUR: Realizing My Vision

Map 10: My Vision
   a. Review all previous maps
   b. Where would I like to live and with whom?
   c. What career or work am I interested in?
   d. What activities would I like to do?
   e. How do I see myself contributing to my family, friends and community?
   f. How can my relationships be improved?

Map 11: My First Actions
   a. Describe the first actions that need taken (by the next meeting) to ultimately achieve the Vision.
   b. Identify a corresponding helper/ coach (if needed) to get each action done.
   c. Prioritize tasks and goals, identify key people to help, simplify complex tasks into smaller steps.

Map 12: Keeping Track and Keeping Moving
   This map will be done every time the team meets.
   a. List actions that worked.
   b. List actions that did not work and need to be changed.
   c. List actions that are still working and should continue.
   d. List action steps that need to be added.
An Approach to Personal Futures Planning

GROUND RULES

• Use more positives than negatives.

• Be courteous.

• Don't say you'll do it if you won't.

• There are no bad ideas.

ATTENDANCE:

DATE: ________________________________
Personal Highlights

- Birth

- Childhood

- Major events

- Things I am not willing to change
  - 
  - 
  - 
  - 
  - 
  -
Circle of Relationships

Paid Staff

Acquaintances

Friends

Family & Intimates

Me
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<tr>
<th>Things That Work</th>
<th>Things that Don’t Work</th>
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<td><strong>Strengths:</strong></td>
<td><strong>Barriers (supports needed):</strong></td>
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<th>Places and Activities</th>
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| and friends do: |
| and staff do: |
| and family do: |
Things I Worked On Last Year ...

✓

✓

✓

✓

✓

✓
Fears

Fears I have:

Fears others have for me:

Medications:

Medical:

Financial:

Current Services:
More Strategies

Things I want to learn or experience:

Things others feel I should learn or experience:
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