

The **ADMINISTRATORS** section contains information such as legal and reporting requirements, general information and compliance issues. This section is most appropriate for special education administrators, principals, and other school district administrators.

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## WHAT'S NEW for ADMINISTRATORS?

### **New organization of the Transition Booklet:**

The 2013 Transition Resource Booklet presents materials aimed at different audiences. ***Please provide the section containing materials for teachers and case managers to the appropriate staff.*** These include informational items along with sections for working with other agencies, and information to share with students and families. Versions of some items have been included in two forms such as the legislative update. The administrator version contains more detail on the statute language whereas the teacher version is more general information.

On April 16, 2013, **Executive Order 13-04** was issued by Governor John Kitzhaber. What does this mean to Oregon Department of Education? ODE will commit to partnerships with Oregon Council on Developmental Disabilities, Office of Vocational Rehabilitation Services and Office of Developmental Disability Services. These agencies will work collaboratively with stakeholders to understand and appreciate each other's transition process, work together while the student is in school to blend resources and support so that the student transition process is seamless and their post-secondary goals are achieved. [http://www.oregon.gov/gov/docs/executive\\_orders/eo\\_13-04.pdf](http://www.oregon.gov/gov/docs/executive_orders/eo_13-04.pdf).

On May 16, 2013 a **Memorandum of Understanding** (MOU) was signed by the Oregon Department of Education, Oregon Council on Developmental Disabilities, Office of Vocational Rehabilitation Services and Office of Developmental Disability Services. The MOU will focus on helping youth with intellectual and other developmental disabilities (I/DD) leave school with integrated, community employment or a post-secondary education plan. [http://www.dhs.state.or.us/dd/supp\\_emp/initiative.html](http://www.dhs.state.or.us/dd/supp_emp/initiative.html)

**Legislative Update:** The 2013 Legislature revised the OAR's for two issues, and passed two new bills relating to special education services for transition students. The actual wording is included in the Legislative Update

materials in this section. The primary change for school districts is the requirement to take alternative assessments has been removed from the Extended Diploma.

**Common Core Standards** During the upcoming year the Department will work with stakeholder groups to develop guidance for educators on including the common core language in IEP's for the 18-21 population. Some districts are currently developing materials that ODE will consider during the research process of CCSS. Additional Department of Education work will include revisiting alignment of the transition related components on the IEP.

The **Transition Community Network** (TCN) website is undergoing a facelift and will soon have a new look and feel. Links have been updated and the user sections are designed to match the sections of this Booklet. Each section contains a description of the type of resources that will be available for administrators, teachers and case managers, relevant to other agency partnerships, and secondary transition resources for students and families. <http://www.tcntransition.org/>

**SPR&I** In the next year new lights will be included on the dashboard showing district compliance performance on the transition standards and on the Post School Outcomes data collection. The Secondary Transition report will include Graduation and Dropout Rates, Transition Services, and PSO state targets, performance, and district status for each of the engagement measures.

The **Post School Outcome** data collection informs the districts of their success in preparing students for life after school. A description of the collection has been included, along with a worksheet to explore some of the factors that might affect your district's performance.



# POST SCHOOL OUTCOME (PSO) DATA COLLECTION

## What is the PSO?

The collection of outcome data on IEP students leaving district services one year after exit is federally required for all states. Districts are expected to use the PSO interview results to inform decisions about transition programs, replacing ineffective practices with changes to improve outcomes for students.

## Access:

Your district data security administrator will provide access to the Post School Outcomes 2.0 Application on the secure district site.

## What's required?

- Districts must provide agency contact information for those responsible for the collection, interviewers, and educators working with secondary transition students.
- Interviewing the students slated for a follow up interview or a family member one year after exiting district special education services.
- The optional Exit interviews (done before the student leaves services) is not federally required, but **ODE recommends districts use the Exit interview** to gather school experiences for comparison with one year out, and contact information on the student, families, and friends to increase the options for finding the student for the required follow up interview.

## Timeline:

- Exit interviews and student contact information can be completed **January through September**.
- The list of follow up students to be interviewed is available **in April**.
- Follow up interviews can be conducted 12 months after the student exits, and data entry is open **June through September**.
- You can either enter the interviews directly online as you talk with the student, or enter the data after interviews have been recorded on paper copies.

## What can we do to complete this collection and makes it useful?

1. *Prepare Students and families for the Interview:* Inform current students about the interview process and vocabulary of the interview. Introduce the Post School Outcomes collection at the transition IEP meetings when you ask parents to sign the agreement to participate form for their students. Collect the contact information at IEP meetings.
2. *Encourage Students to Respond:* Use strategies from NPSO's Contacting Hard-to-Find documents to motivate students to participate in the post-school interview.  
[http://www.psocenter.org/content\\_page\\_assets/content\\_page\\_8/Hard%20to%20Find\\_Final\\_02\\_04\\_13.pdf](http://www.psocenter.org/content_page_assets/content_page_8/Hard%20to%20Find_Final_02_04_13.pdf)
3. *Encourage teachers who have worked with the students to make the calls* – students report greater interest in completing the interview if they know who wants the information.
4. *Know your Data:* Review your district post-school outcome data to identify which groups of former students are having positive post-school outcomes.
5. *Share the Information:* Talk with district special education teachers, staff, administrators, parents, and students about the post-school outcomes data of former students.
6. *Incorporate Evidence-Based Practices and Predictors of Post-School Success:* Incorporate evidence-based practices and predictors into instruction and transition programs for students.  
[http://www.nsttac.org/sites/default/files/assets/pdf/pdf/ebps/In-schoolPredictorsPSO\\_Jan2013.pdf](http://www.nsttac.org/sites/default/files/assets/pdf/pdf/ebps/In-schoolPredictorsPSO_Jan2013.pdf)

## Directions: Special Education Post School Outcomes Application 2.0

The PSO 2.0 Application is to be used for all Post School Outcomes data entry and viewing reports

- **2014 Exit Interviews** can be entered March through September.
- The list of students to interview for the **2014 Follow-Up Interviews** will be posted in early April. Data can be entered June 1 through September.

### Landing page: Welcome to the PSO Web Application 2.0

We need to know who to contact for notifications and questions. Enter at least one contact person in the Agency Contact section at the bottom of the page – you can specify different people for the Exit and the Follow up contacts, interviewers, and transition teachers or specialists in your district. This list will be used to notify district personnel of trainings, or updates on the PSO collection.

Agency Contacts						
Name	Position	Email	Phone	Role		
<input type="text" value="Name"/>	<input type="text" value="Position"/>	<input type="text" value="Email"/>	<input type="text" value="Phone"/>	<input type="checkbox"/> Contact - Exit <input type="checkbox"/> Contact - Follow-up <input type="checkbox"/> Interviewer <input type="checkbox"/> Trans Teacher/Specialist	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Data Entry and Reporting

- Select which collection you want to enter by clicking one of the links in the Data Entry option.
- The Reporting & Download option takes you to Excel data downloads and reports.
- The **ODE Resources** tab at the top of the page contains Exit and Follow Up forms and materials.

<b>Data Entry</b> <a href="#">Exit Student Surveys</a> <a href="#">Follow Up Student Surveys</a>	<b>Reporting &amp; Downloads</b> <a href="#">View Exit &amp; Follow Up Results</a>
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### Data Entry: Exit Interview: Student List

- Districts need to enter students that leave SE services during the school year, this cannot be pre-populated.
- Click *Add New Student*, and enter the SSID number and the Find button. Data on student should appear.
- Click *Confirm* to enter the student, their name will appear in your list, and can be clicked to enter interview.
- Information is saved when you move down to the next question. Click *Submit Final* when done. (You can return to edit the information by selecting *Unlock Survey* from the blue Action box at the end of the row.
- When you have completed all data entry for the Exit collection, check the Yes button in the peach 'Collection Complete' box.
- *If the SSID number does not work to access a student, contact Pattie Johnson at [johnsop@wou.edu](mailto:johnsop@wou.edu) as the student may be in the system for another district.*

### Data Entry: Follow up Interview: Student List

- Districts are provided with a list of all students who were reported as exited on the SE exit collection and did not return to be included in the following year SECC.
- Students have a Priority Code designating whether they are Required, serve as an Alternate, or have not been selected but could be interviewed.
- Call logs are available which include contact information for the student, and tracking for interview attempts. Click blue Actions box to print a call log, print a survey, or unlock a record if it has been submitted as 'final'
- You can print a collection of call logs by checking the box before the name and *Downloading Call Log PDF's* from the option above the student list header. You can also download a copy of your data in Excel.

Early College High School		<b>Required</b>	Regular Diploma	No	SLD	W - Caucasian	18	Actions
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- Click on student name to open the follow up interview form for data entry.
- **The survey questions will not open unless you have selected Completed or in process for the 1<sup>st</sup> question**
- Information is saved when you move down to the next question. Click *Submit Final* when finished.
- When you have completed **all** data entry for the Follow up collection, check the Yes button in the peach 'Collection Complete' box. *Notification will be sent to ODE, and you are done.*



## WHAT DO THE POST SCHOOL OUTCOME (PSO) DATA TELL US?

Districts **Meeting** the state Engagement Targets for higher education, competitive employment, and other school/training or work:

### Assumptions and Implications

#### *Graduation*

- The majority of students leaves with a regular or modified diploma, or receive a GED which enables them to successfully attend a 2 or 4 yr university or college.
- Students are prepared to be hired in a stable, well paying job because they have the right diploma, skills to interview, course preparation, and knowledge to be hired.

#### *Transition Standards*

- The number of special education students attending a college or training program or working have most likely successfully completed their IEP. They were able to graduate from high school with a regular diploma, modified diploma with accommodations or modifications or a GED to put them on level ground with their nondisabled peers
- Based on Age Appropriate Transition Assessment, the IEP Team determined the Post Secondary Goal was a particular educational program or employment option, and the annual goals were completed which would assist the student in determining entrance criteria to the college or work -seeking strategies to enter the competitive workplace.
- The district has provided appropriate course of study, transition services and annual goals that support the students wanting to go directly into higher education or competitive employment.
- The appropriate agencies such as VR, Brokerages, SSI/SSDI have been partners in the high school transition process so that students are ready to receive services from these agencies immediately (within one year) of graduating high school.

#### *Dropout*

- The dropout rate for the district is low, with in-school supports for at-risk students

Districts **Not Meeting** the state Engagement Targets for higher education, competitive employment, and other school/training or work:

### Considerations:

#### *Graduation*

If the number of students in a district graduating with a regular diploma was low, many capable students may be denied entrance into a 2-4 year college and thus eliminating many careers that require a higher education degree:

- *Are we pushing students to get the regular diploma even if it requires more time?*
- *Do we have a disproportionate number of one race/ethnic group who are not getting a regular diploma?*
- *Have we determined which students should get a regular diploma based on the student's disability?*
- *Are there some disabilities that our district does not think are able to get regular diplomas based on stereotypes?*

If the district has not met the targets for competitive employment, then perhaps the district should look at local employment criteria and see if their students are receiving the most appropriate completion document and skills training that would enable their students to compete for the jobs of their choice.

- *Are we "in-tune" with the needs of the local job market?*
- *Have we talked to business leaders about their needs?*
- *Have we analyzed the market for future jobs (5 yrs +) so that we are ready to guide our freshmen in*

*the right direction (Ex. Student wants to be a journalist....do we have him visit the newspaper office or should we teach him to write a blog?*

Generally, the lower paying jobs, often without benefits, can be obtained without a regular or modified diploma or GED. So if the district is not meeting the employment targets then they should re-evaluate the “focused training” they give to students (i.e., the extra time, extra help, focused teaching in specific areas, and enhanced “soft skills” (executive skills, resume writing, interviewing techniques, people skills etc) so that each student can reach the highest level of diploma possible.

- *Do we have classes on communication that includes how to talk to employers?*
- *Do we have mentors, after-school programs, or tutors who will help with “soft skills”?*

#### *Transition Standards*

If the district does not meet the target for education or employment, then the district should consider:

- *Do we successfully provide the students with skills to determine and meet long-term goals?*
- *Did we “flush out” some of the problems associated with attending a 2-4 yr college (i.e. financial aid, housing, transportation, major, etc.)?*
- *Did the post secondary goals set for the student meet the student preferences, interests, needs and strengths and go beyond the education and training required for each competitive job?*

The district should consider if they provide the transition services that would allow the student to determine that a 2-4 yr school was necessary or possible in order to achieve the student’s goals in life?

- *Have we given adequate preparation to students so that they can make an informed decision as to what they want to do when they get out of school?*
- *Have we made the transition activities relative to the student and what their PINS indicate?*
- *Have we given adequate time to learn “soft skills”?*
- *Have we allowed the students to explore all opportunities in their area of interest?*
- *Have we made the skills we teach relevant to the times? (Based on the student’s time, not the teachers time—and based on technology that is current and up to date with what the student commonly uses at home)*

#### *Dropout*

The DO number was high, thus denying or delaying many students from entering 2-4 yr college and/or the workforce, thus eliminating many careers that require a higher education degree.

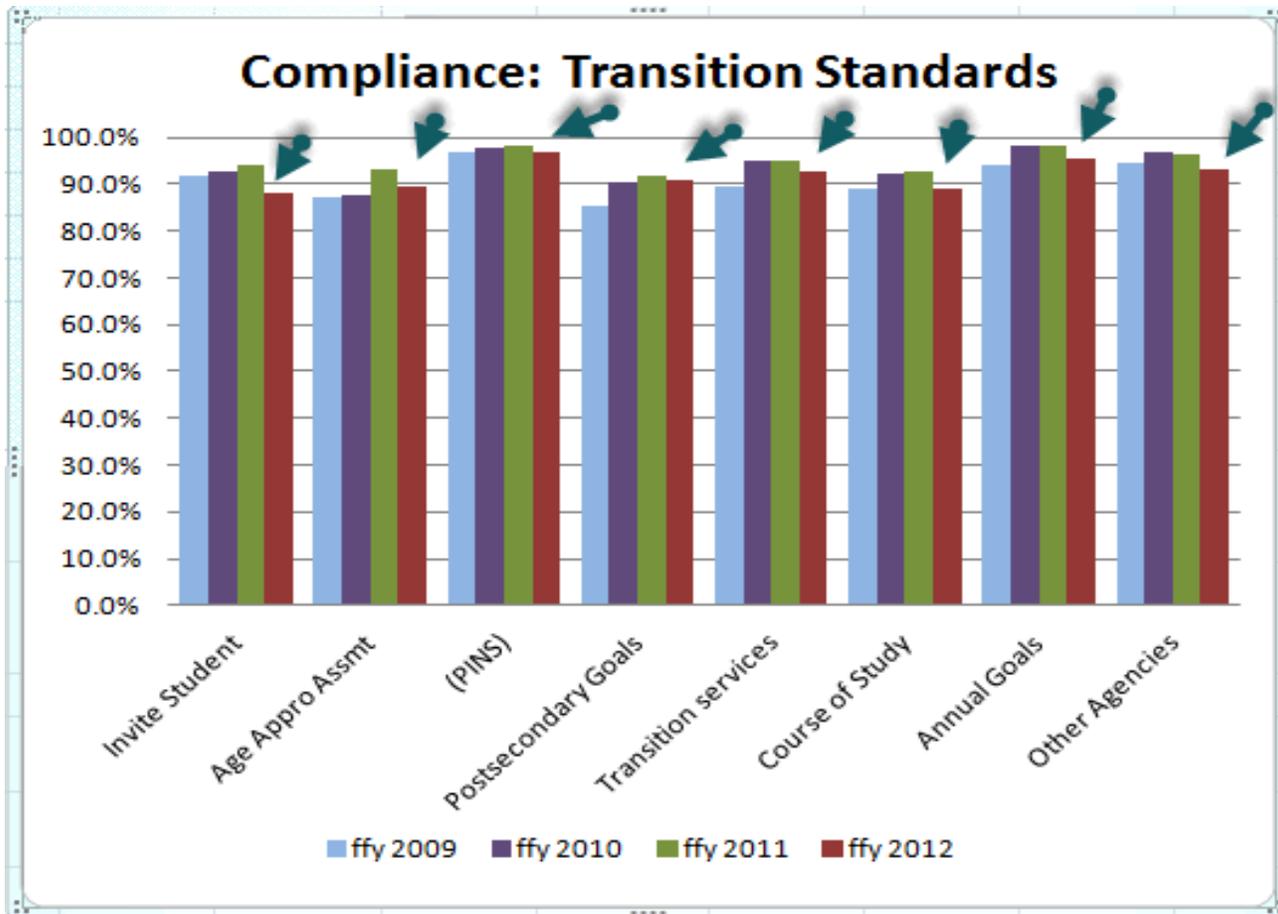
- *Are we identifying at-risk students early?*
- *Do we have specific ethnicities or disabilities that have a higher level of dropout rates?*
- *Have we calculated the number of dropouts that do not go on to higher education or who cannot find competitive employment?*
- *Have we compared that with the number of dropouts who are unemployed and for how long?*

Being a dropout from high school carries a negative connotation with it, especially if you are applying for a job. It implies that you do not complete tasks that you take on. If a district does not meet the target for DO then the school district should investigate why students are “giving up”. The districts should analyze why students are dropping out and focus their efforts on effective practices that would keep students in school.

- *Why don’t our student’s complete their education? Do we identify at risk students early?*
- *Are we honest with students about the prospects of dropping out of school and the negative connotations that it holds?*
- *Do we know WHY our students are dropping out?? Too hard? Too easy? Not relevant? Boring? No goals? Drugs? Alcohol?*
- *Are we tapping into the community to help with some of the dropout problems?*

## SECONDARY TRANSITION PROCEDURAL COMPLIANCE STANDARDS

States are required to submit the initial compliance on eight IEP standards annually. Districts are given a selected set of files to review, and report the status of each student on each of the transition standards. The following table displays the trends shown for each of the standards over the past four years.



The chart shows that initial compliance has dropped for all of the eight standards in the 2012-13 school year. Inviting the student had the biggest drop (6%). Age appropriate assessment and course of study both dropped around 3.5%. Overall, the number of students with all eight standards in compliance dropped from 80% to 69%. The file could be out of compliance on only one standard, or on all eight to be considered out of compliance.

There was also a drop in the percentage of student files that were initially compliant from two years ago, falling from 81.5% to 80%

## PROCEDURAL COMPLIANCE TRANSITION STANDARDS FOR A QUALITY IEP

Standard # 16: Beginning with the first IEP in effect when the student turns 16, the IEP Team Notice:

- **Invited the student;**
- Informed the parent and student that consideration of the postsecondary goals and transition services would be addressed; and,
- Identified any other agency that would be invited to send a representative if appropriate.
- Included the purpose, time and place of meeting, and who will attend;
- Informed the parent they may invite other individuals who have knowledge or special expertise regarding the child
- Informed the parent that the team may proceed with the meeting if the district is unable to convince the parent that they should attend. §300.322
- Informed the parent of whom to contact prior to meeting to provide information if they are unable to attend. OAR 581-015-2190

Standard # 28: For students who turn 16 when the most recent IEP is in effect or who are older than 16, the IEP contains Present Levels of Academic Achievement and Functional Performance including:

- The strengths of the student;
- The concerns of the parents for enhancing the education of their child;
- The present level of academic performance, including the student's most recent performance on State or district-wide assessments;
- The present level of developmental and functional performance (including the results of the initial or most recent evaluation);
- How the student's disability affects involvement and progress in the general education curriculum. §300.320
- The student's preferences, needs, interests; and
- **The results of age-appropriate transition assessments** §300.324.

Standard # 22: For students who turn 16 when the most recent IEP is in effect or who are older than 16, the most recent IEP meeting also included the student; or, if the student did not attend, other steps were taken to ensure that their **preferences, interests and needs** were considered as part of the IEP development; §300.321 §300.322

Standard # 36: For students who turn 16 when the most recent IEP is in effect or who are older than 16, the IEP includes appropriate measurable **postsecondary goals** based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills. §300.320

Standard # 37: For students who turn 16 when the most recent IEP is in effect or who are older than 16 the IEP includes **transition services** needed to assist the student in reaching the post secondary goals. §300.320

Standard # 38: For students who turn 16 when the most recent IEP is in effect or who are older than 16 the IEP includes **courses of study** needed to assist the student in reaching the post secondary goals. §300.320

Standard # 34: For students who turn 16 when the most recent IEP is in effect or who are older than 16, the IEP contains a statement of measurable **annual goals** including academic & functional goals. §300.320

Standard # 23: For transition age students, the most recent IEP meeting also included, to the extent appropriate, and with the consent of the parent or adult student, a representative of any **participating agency** that was likely to be responsible for providing or paying for transition services. §300.321

# APPROPRIATE MEASURABLE POST-SECONDARY GOALS (PSG)

## **WHAT IS A PSG?**

A post-secondary goal is generally understood to refer to those goals that a child hopes to achieve after leaving secondary school (i.e., high school). The PSG must be based upon age-appropriate transition assessments. A measurable postsecondary goal provides outcome, not just a process for the student and it must be able to be counted, tabulated or observed. There must be at least one goal for education, training, and employment for all students. Some students, based on assessment information, may require a goal for independent living.

## **WHO NEEDS PSG?**

All students who have an IEP effective when the student turns 16 (or younger, if determined appropriate by the IEP team), must have PSGs. The PSGs must be developed annually at the student's IEP meeting.

## **WHAT IS REQUIRED?**

A PSG must be written for the areas of education, training, employment, and independent living skills (when appropriate).

- A PSG must be written for education, training. Post-secondary goals for Education, Training can include such options as:
- 4 year college or university
  - 2 year community or technical college
  - Less than 2 year vocational or technical school program
  - Short-term educational or employment training program (i.e. Job Corps)
  - High school completion document (i.e. GED)
  - AmeriCorps

*When determining whether post-secondary goals in the areas of training and education overlap, the IEP Team must consider the unique needs of each individual student with a disability in light of his or her plans after leaving high school. If the IEP Team determines that separate post-secondary goals in the areas of training and education would not result in the need for distinct skills for the student after leaving high school, the IEP Team can combine the training and education goals of the student into one of more post-secondary goals addressing those areas. This guidance, however, is not intended to prohibit the IEP Team from developing separate post-secondary goals in the areas related to training and education in a student's IEP, if deemed appropriate by the IEP Team, in light of the student's post-secondary plans.*

- A PSG must be written for employment. Post-secondary goals for Employment may include such options as:
- Competitive employment
  - Military
  - Self-employed
  - Family business
  - Supported employment
- A PSG may be written for independent living skills. Post- secondary Independent Living skills goals can include such options as:
- Money management
  - Grocery shopping
  - Housekeeping
  - Meal preparation
  - Transportation
  - Recreation

## **WHO WRITES THE PSGs?**

The IEP Team writes the PSGs based on age appropriate transition assessment and the student's preferences, interests, needs, and strengths.

## **IS THERE A FORM I SHOULD USE?**

The PSGs are part of the IEP and should be documented on the Transition page of the IEP.

# SUMMARY OF PERFORMANCE (SOP)

## WHAT IS AN SOP?

The Summary of Performance (SOP) is a document which summarizes the student's academic achievement and functional performance; the student's post-secondary goals; and recommendations to assist the student in meeting those post-secondary Goals.

## WHO RECEIVES AN SOP?

Students who are graduating from secondary school with a regular diploma, or are leaving due to exceeding the age eligibility for a free appropriate public education (end of school year in which they turn 21) receive an SOP. The SOP should be completed in the last year of high school; however, it may be started at anytime and provided to the students before they exit.

- ***ODE recommends that school districts also provide an SOP to students who are graduating with a modified diploma, extended diploma and or alternative certificate.***

## IS THERE A FORM I SHOULD USE?

An approved ODE form or other recognized form that includes all the required components should be used.

<http://search.ode.state.or.us/results.aspx?k=sop+form>

## WHY SHOULD I COMPLETE THIS FORM?

The school district is required by federal law to provide the student with a summary of the **student's academic achievement and functional performance, including recommendations on how to assist the student in meeting the student's postsecondary goals.** In addition, the SOP will assist and promote success for the student when they provide the postsecondary school, agency, or work place with a summary of what the student has done in high school, his postsecondary goals, and recommendations from the district on how to assist the student in meeting their postsecondary goals.

## WHO WRITES THE SOP?

The SOP may be developed by an IEP team, the teacher, or a Youth Transition Program specialist with input from the student. Work on the SOP can take place at the IEP meeting, during a transition class, in an English class or 1:1 with a counselor.

## WHAT IS THE ACADEMIC ACHIEVEMENT?

This can be taken directly from the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP). Examples of academic achievement may include:

- Academic and functional strengths;
- State/district assessments;
- College entrance exams;
- Most recent special education evaluation;
- Type of diploma student received;
- Vocational or extracurricular accomplishments.

## WHAT IS FUNCTIONAL PERFORMANCE?

Functional Performance is the life activities or skill areas in which the ability to function is significant to successful independence and/or employment. This can be taken directly from the student's PLAAFP. Examples of functional performance may include:

- INTERPERSONAL SKILLS: The ability to establish and maintain positive personal, family and community relationships.
- MOTOR SKILLS: The purposeful movement and control of the body and its members to achieve results.
- SELF CARE: The ability to care for self and living environment.
- SELF DIRECTION: The ability to regulate behavior in a purposeful and predictable way.
- COMMUNICATION: The ability to give and receive information.
- WORK TOLERANCE: The capacity to meet the physical and psychological demands of work.
- WORK SKILLS: The capacity to learn and perform job tasks.

## WHAT ARE EXAMPLES OF RECOMMENDATIONS?

This can be taken directly from the service page of the IEP.

- Accommodating the student's disability in the workplace or postsecondary education setting.
- Academic or Functional interventions that were successful or unsuccessful in high school.



# NATIONAL TOOLS TO ENHANCE QUALITY OF TRANSITION IEP'S

## Case Studies with Application to Transition Components

The training examples introduced below will assist IEP Teams to develop IEP's that are in compliance with State and Federal regulations. The examples will follow these students from their Present Levels of Academic Achievement and Functional Performance (PLAAFP), through the development of their transition plans and finally end with the Summary of Performance for each of these students. These materials were adapted from resources on the National Secondary Transition Technical Assistance Center (NSTTAC) website<sup>1</sup>. ODE has selected components of the NSTTAC student examples and changed the language to reflect Oregon-based terminology. An example of the Transition Planning Summary is provided here. The full resources are provided in the Teacher/Case Manager section.

The Transition Planning tools capture the essence of the Case Study information into a variety of summary documents that model the IEP process of deriving information from the student's history, PLAAFP, and Age Appropriate Transition Assessments in the development process. The transition IEPs include the individual student's:

- Preferences, Interests, Needs, and Strengths
- Postsecondary Goal for Education, Training
- Postsecondary Goal for Employment
- Postsecondary goal for Independent Living, if appropriate
- Transition Services
- Course of Study
- Annual IEP Goals
- Other Agency Involvement

This booklet includes Case Study information which is used to complete other transition related forms and planning tools. The students included in the booklet are:

**Alex**, a 17 year old student with autism who will be going to a Technical School and receiving services from Vocational Rehabilitation;



receiving



**Rolanda**, an 18 year old student with a profound cognitive disability who will be entering technologically supported self-employment or volunteer work and will be receiving assistance from Vocational Rehabilitation and Social Security Administration; and,

be entering

**Allison**, an 18 year old student with a specific learning disability in reading and written expression and will attend Eastern Oregon University and will receive Disability Services.

comprehension  
access EOU



**Lilly** containing

Case Studies and Transition Planning Summaries for, **Jamarreo, John, and Lilly** containing detailed information on student examples with a wider range of circumstances and goals will be on the Transition Community Network <http://www.tctransition.org/> and the ODE Secondary Transition Internet site <http://www.ode.state.or.us/search/results/?id=266>

<sup>1</sup> National Secondary Transition Technical Assistance Center, <http://www.nsttac.org/>, September 2013.

## Example: Transition Planning Summary for ALEX



	Student Direction: <b><u>TECHNICAL SCHOOL</u></b>	
Age Appropriate Transition Assessment	<ul style="list-style-type: none"> <li>• Formal observation form completed by Alex's employment specialist and immediate supervisor at Office Depot.</li> <li>• O*NET Career Interest Inventory</li> <li>• Business Employment Skill Inventory</li> <li>• Weschler Intelligence</li> <li>• Vineland Adaptive Behavior Scale</li> </ul>	
Post-Secondary Goal: Education, Training	After graduation from high school, Alex will enroll at ITT Technical Institute (a technical school) and take a business math class to improve his work related math skills and to advance his career in business.	
Post-Secondary Goal: Employment	After finishing high school Alex will increase his work hours from 10 hours per week to 20 hours per week in the business department of Office Depot.	
Post-Secondary Goal: Independent Living	Upon completion of high school, with the assistance of the Springfield OVRs Office, Alex will develop better communication skills with supervisors	
Transition Services	<p>Education and Training Instruction</p> <ul style="list-style-type: none"> <li>• Self-advocacy skills instruction</li> <li>• Personal banking instruction</li> <li>• Work related social skills instruction</li> <li>• Computer skills (word-processing, data entry) instruction</li> </ul> <p>Education and Training Related Service</p> <ul style="list-style-type: none"> <li>• Speech language services to increase oral language fluency</li> </ul> <p>Employment and Other Post School Living Objectives</p> <ul style="list-style-type: none"> <li>• Work hours (for credit) in the school district business department</li> <li>• After school paid work experience in the business office of Office Depot</li> <li>• Interview with adult agency staff regarding possible future needs (self-advocacy support, tax form completion assistance, transportation services)</li> <li>• Voter registration</li> </ul> <p>Functional Vocational Evaluation</p> <ul style="list-style-type: none"> <li>• Completing a computation/ business math skill inventory</li> </ul> <p>Completing an office skill inventory</p>	
Course of Study	2013 <ul style="list-style-type: none"> <li>• Work Study I</li> <li>• Business Math I</li> <li>• Community Living</li> <li>• Computer Applications I</li> </ul>	2014 <ul style="list-style-type: none"> <li>• Work Study II</li> <li>• Business Math II</li> <li>• Community Living</li> <li>• Computer Applications II</li> </ul>
Annual IEP Goal	<p>Given direct instruction in the high school Business Math course and guided practice, Alex will (a) use an adding machine, and (b) create spreadsheets using money management software with 85% accuracy throughout the Spring semester of this IEP.</p> <p>Given whole task instruction using a task analysis and a weekly work schedule, Alex will follow the steps necessary to complete a time sheet of the hours worked at his community-based vocational training site with 90% accuracy for the duration of his IEP.</p>	
Other Agency Involvement	<ul style="list-style-type: none"> <li>• Signed consent by Alex's father for the Eugene 4J SD to communicate with the vocational rehabilitative services office</li> <li>• Invitation to conference for a representative from the VR agency</li> <li>• Summary of evaluation completed by vocational rehabilitation with recommendations for the IEP team</li> </ul>	

## Example: Transition Planning Summary for ROLANDA

	Student Direction: <u>Technologically Supported Self-Employment or Volunteer work</u>	
Age Appropriate Transition Assessment	<ul style="list-style-type: none"> <li>• Anecdotal records</li> <li>• Portfolio assessment</li> <li>• Physical therapy evaluation</li> <li>• Physician examination summary</li> </ul> 	
Post-Secondary Goal: Education, Training	After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.	
Post-Secondary Goal: Employment	Immediately after graduation, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.	
Post-Secondary Goal: Independent Living	After graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.	
Transition Services	<p>Instruction</p> <ul style="list-style-type: none"> <li>• Participation in the adapted academic and functional curriculum</li> <li>• Self-care skill instruction</li> </ul> <p>Community Experience</p> <ul style="list-style-type: none"> <li>• Community-based vocational training</li> <li>• Community-based independent and community living instruction</li> </ul> <p>Related Services</p> <ul style="list-style-type: none"> <li>• Speech therapy services for training in use of augmentative communication device</li> <li>• Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and post school environments</li> <li>• Occupational therapy for use of assistive technology</li> <li>• Evaluation for determination of devices to increase independence in home and center-based environment</li> <li>• Physical therapy to maintain and improve strength and flexibility</li> <li>• Nursing services to increase Rolanda's ability access to community environments</li> <li>• Visits to recreational agencies/facilities in the community</li> <li>• Leisure and recreational interest survey through student response to different leisure opportunities in the community</li> <li>• Meeting with SSI representative to determine possible financial benefits</li> </ul>	
Course of Study	<p>2013</p> <ul style="list-style-type: none"> <li>• Functional Reading/ Communication</li> <li>• Occupational Skills</li> <li>• Healthy Living</li> </ul>	<p>2014</p> <ul style="list-style-type: none"> <li>• Functional Reading/ Communication</li> <li>• Occupational Skills</li> <li>• Recreation/Leisure</li> <li>• Healthy Living</li> </ul>
Annual IEP Goal	<ul style="list-style-type: none"> <li>• Given a board displaying four choices of classroom and community topics (e.g., instructional activities, work-based instruction activities, locations in the school, movies, music, locations in the community, people), Rolanda will use a pointer, affixed to a head-piece to select the activity or item in which she wants to engage with 80% accuracy by the end of the semester.</li> <li>• Given multiple vocational tasks in the classroom, Rolanda will increase her productivity by 20% as measured by time on task during a 30 minute training session during one school semester.</li> <li>• Given daily classroom routines for practice and a verbal prompt, Rolanda will raise her arms to assist in lifting, dressing, and hand washing on 80% of occasions for the duration of the IEP.</li> <li>• Given small group instruction on three recreational games in adapted physical education, modeling, and independent practice, Rolanda will increase motor coordination by throwing a ball 9 out of 10 times during a 30 minute session twice a week for the duration of the IEP.</li> </ul>	
Other Agency Involvement	<ul style="list-style-type: none"> <li>• A consent form signed by Rolanda's mother indicating that the school district may contact vocational rehabilitative (VR) services inviting them to the IEP meeting to complete a referral for services.</li> <li>• A consent form signed by Rolanda's mother indicating that the school district may contact Social Security Administration (SSA) to invite them to the IEP meeting with plans to analyze Rolanda's benefits with the family.</li> <li>• A consent form signed by Rolanda's mother indicating that the school district may contact Medicaid to invite them to the IEP meeting in order to coordinate referrals to outside agencies therapy referrals and transportation coordination.</li> <li>• Invitations on file to a representative of VR, SSA, and Medicaid</li> </ul>	

## Example: Transition Planning Summary for ALLISON



	Student Direction: <u>University</u>	
Age Appropriate Transition Assessment	<ul style="list-style-type: none"> <li>Record of student grades throughout high school, indicating a B average throughout high school (9th through first half of 11th grades) and a statement of how her GPA meets the minimal requirements for entry into college</li> <li>a summary of student Psychological test scores obtained during her 3-year re-evaluation in the spring of 10<sup>th</sup> grade indicating specific learning disabilities in reading comprehension and written expression</li> <li>End of grade test scores from the end of 10th grade demonstrating her participation in the standard course of study with passing scores of 3's (on a 4-point scale) in reading and math and a statement of how she has met the graduation requirements for statewide testing</li> <li>Scores from curriculum-based measurements that indicate Allison's level of performance in English and math and a statement describing how her level performance is acceptable for admission into college</li> <li>A statement by <b>Allison</b>, gathered during an informal interview, recorded on the IEP regarding her interest in attending a university to pursue a degree in Child Development.</li> </ul>	
Post-Secondary Goal: Education, Training	After graduation from high school, <b>Allison</b> will attend Eastern Oregon University and take coursework leading to a major in the area of Child Development.	
Post-Secondary Goal: Employment	After graduation from college, <b>Allison</b> will become an early childhood education teacher in Pendleton School District.	
Post-Secondary Goal: Independent Living	Upon entrance to Eastern Oregon University, Allison will access EOU Disability Services for assistance in note-taking and study partners.	
Transition Services	<p>Education and Training Instruction</p> <ul style="list-style-type: none"> <li>Instructional support of guided notes for lessons</li> <li>Instructional support for organization and study skills</li> <li>Audio-taped texts for English 12</li> <li>Extended time on tests in English, Algebra II and Advanced Biology</li> </ul> <p>Employment and Other Post School Living Objectives</p> <ul style="list-style-type: none"> <li>Job shadow experiences with children</li> <li>Visit Eastern Oregon University, including a tour through the admissions department and a visit to the disability services office, between the late Spring and early Fall</li> <li>Part time employment in a position related to working with children</li> <li>Apply for possible college financial aid</li> <li>Vocational rehabilitation referral to determine eligibility for tuition assistance</li> <li>Apply for college and disability support service, no later than December</li> </ul>	
Course of Study	<ol style="list-style-type: none"> <li>1. Psychology (semester),</li> <li>2. English 12 (year),</li> <li>3. Algebra II (year),</li> <li>4. Band (year)</li> </ol>	<ol style="list-style-type: none"> <li>5. Phys Ed. (semester),</li> <li>6. Cooperative Work Experience (semester),</li> <li>7. Advanced Biology (year),</li> <li>8. Child Development (semester)</li> </ol>
Annual IEP Goal	<p>Given direct instruction on solving algebraic equations and a problem solving mnemonic, Allison will solve multistep word problems with 80% accuracy as measured by curriculum based measurement and teacher made quizzes and tests by the end of the 1st school semester of 2013.</p> <p>Given 2 job shadowing experiences, one in each of the following: early childhood education and elementary education, Allison will identify her likes and dislikes of each setting by completing a job site interest survey and verbally describing her preferences during the duration of this IEP.</p>	
Other Agency Involvement	<ul style="list-style-type: none"> <li>A consent form signed by Allison, who is 18, indicating that the school district may contact the disability services office at Eastern Oregon University.</li> <li>An invitation to conference in the file, mailed to an individual in the disability services office of Eastern Oregon University</li> </ul>	

# MEMORANDUM OF UNDERSTANDING AND EXECUTIVE ORDER

On May 16, 2013 a **Memorandum of Understanding** (MOU) was signed by the Oregon Department of Education, Oregon Council on Developmental Disabilities, Office of Vocational Rehabilitation Services and Office of Developmental Disability Services. The MOU will focus on helping youth with intellectual and other developmental disabilities (I/DD) leave school with integrated, community employment or a post-secondary education plan.

The four state organizations signed this MOU to further our intention to help youth with I/DD successfully transition from school to their adult lives. The memorandum establishes a state-level Transition Agency Coordinating Team (TACT) to oversee implementation of the agreement's provisions. As the team moves forward this coming Fall, districts will be updated as to the status of activities and projects. Initially, the four organizations will review current state policies and procedures to see where improvements can be made to strengthen and align roles, practices and funding mechanisms. The TACT will also address training and communication activities needed to advance the overall goal of successful transitions for students.

The team plans to engage community partners and stakeholders, including individuals with I/DD and their families in seeking feedback, ideas and to further clarify how the goals and outcomes expressed in the Memorandum of Understanding can be reached. The MOU can be found at: [http://www.dhs.state.or.us/dd/supp\\_emp/initiative.html](http://www.dhs.state.or.us/dd/supp_emp/initiative.html).

This MOU is aligned with the Executive Order 13-04 issued by Governor John Kitzhaber on April 16, 2013, can be found at: [http://www.oregon.gov/gov/docs/executive\\_orders/eo\\_13-04.pdf](http://www.oregon.gov/gov/docs/executive_orders/eo_13-04.pdf).

The Executive Order affirms our statewide commitment to offering integrated employment services to people with Intellectual and/or Development Disabilities. This is the latest step in Oregon's longstanding policy efforts to promote fair and equitable work for all Oregonians. Further, it reinforces the goals behind initiatives within the 2013-2015 budget that include investments in integrated employment services. This Executive Order will provide operational direction for all state agencies.

## What does the Executive Order mean to Oregon Department of Education?

ODE will commit to partnerships with Oregon Council on Developmental Disabilities, Office of Vocational Rehabilitation Services and Office of Developmental Disability Services. These agencies will work collaboratively with stakeholders to understand and appreciate each other's transition process, work together while the student is in school to blend resources and support so that the student transition process is seamless and the their post-secondary goals are achieved.

ODE will:

- ✓ Create a culture of employment starting at an early age.
- ✓ Raise expectations of work with students of all ages
- ✓ Assist students with intellectual disabilities obtain jobs while still in school while continuing to support skill acquisition
- ✓ Help school districts recognize the importance of the Executive Order outcomes and timelines.
- ✓ Commit to supporting the partnerships with Office of Developmental Disabilities Services(ODDS) and Vocational Rehabilitation (VR)
- ✓ Facilitate the development and implementation of competencies and related curriculum and instructional approaches
- ✓ Provide Oregon schools with a contact list for VR and ODDS
- ✓ Advise school districts to invite, with parent/adult student consent, appropriate representatives such as VR and ODDS to the IEP transition meetings
- ✓ Encourage networking and collaboration among school districts, teachers, youth and parents
- ✓ Encourage participation in County Employment First Group

# COMMON CORE STATE STANDARDS

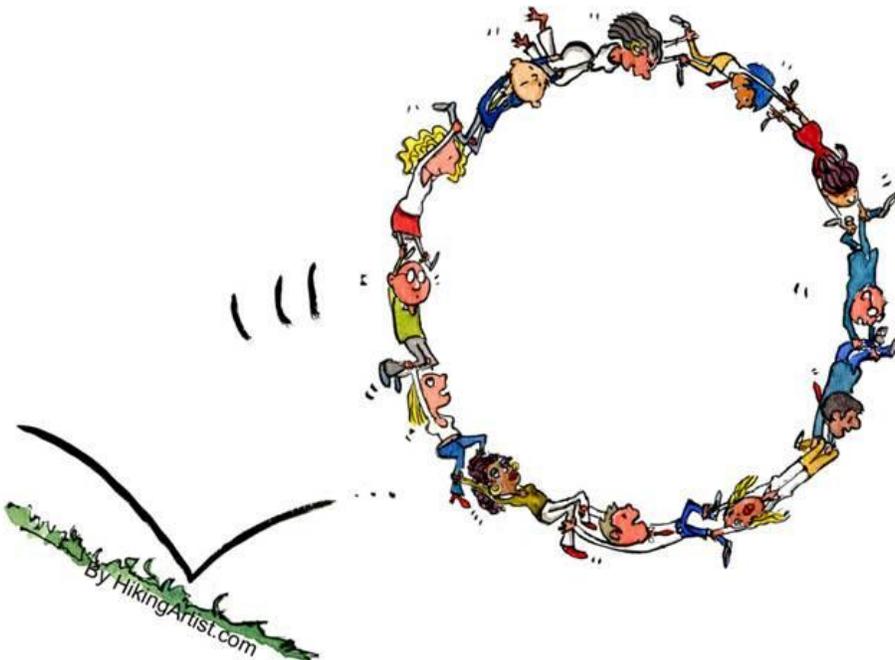
States currently have unique processes for developing, adopting, and implementing educational Common Core State Standards (CCSS). As a result, the content students are expected to learn can vary widely from state to state. We know that Oregon graduates will compete for jobs with students from other states and countries with more rigorous educational standards.

Common Core State Standards help ensure that all students, no matter where they live, are prepared for success in postsecondary education and the workforce. Common standards also will help ensure that students are receiving a high quality education that is consistent, from school to school and state to state. This provides a greater opportunity to share experiences and best practices within and across states that will improve Oregon's ability to meet the needs of students.

The Oregon Department of Education (ODE) has been engaged in CCSS work since the initiative's inception in spring 2009. ODE staff reviewed each iteration of the standards and provided feedback throughout the development process. A statewide panel of educators conducted a rigorous match/gap analysis of the CCSS in relation to Oregon's own recently adopted math content standards. Results were presented to the State Board of Education and serve as a foundation for implementation of the mathematics standards.

Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. As ODE moves forward with CCSS, it will be working with stakeholder groups to advise and be a part of the development for students with disabilities ages 18-21, in Secondary Transition programs. This work will provide a clear and consistent framework to prepare them for college and the workforce.

Currently, ODE is researching district use of Common Core State Standards when developing Individual Education Plans (IEP) annual goals. Expect to see more about this topic in the future.



# Legislative Bills Affecting Students with Disabilities

## September 2013

Legend:  
 Oregon Revised Statutes = ORS  
 Oregon Administrative Rules = OAR  
 School District = SD

New or revised	Summary	Statutory Language ( <b>Bolded text is NEW</b> language)	Impact on SDs	Current Status
<b>HB 2193</b>				
Revised ORS 329.451	This revision to ORS 329.451 eliminates the reference to <i>alternate assessments</i> in the eligibility requirements.	<p><i>Revisions to Extended Diploma requirements—</i>  <b>(7)(b) Have a documented history of:</b>  <b>(A) An inability to maintain grade level achievement due to significant learning and instructional barriers;</b>  <b>(B) A medical condition that creates a barrier to achievement; or</b>  <b>(C) A change in the student’s ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.</b></p> <p>(12) (c) Annually provide, <b>to the parents or guardians of a student who has the documented history described in subsection (7)(b) of this section,</b> information <b>about</b> the availability of a modified diploma, an extended diploma and an alternative certificate and the requirements for the diplomas and certificate:  <b>(A) Beginning in grade five; or</b>  <b>(B) Beginning after a documented history described in subsection (7)(b) of this section has been established.</b></p>	This change would clarify eligibility requirements and eliminate confusing language. Many students were not eligible for an extended diploma because the Law required them to participate in alternative assessments for two assessment cycles. SD will now have more flexibility in determining who should work toward an extended diploma.	Chapter 64, (2013 Laws)  Effective date July 1, 2013  <a href="http://www.leg.state.or.us/13reg/measpdf/hb2100.dir/hb2193.en.pdf">http://www.leg.state.or.us/13reg/measpdf/hb2100.dir/hb2193.en.pdf</a>
<b>HB 2743</b>				
New	Establishes Task Force on High School and Transition Success for Students with Disabilities	<p><b>SECTION 1. (1) The Task Force on High School and Transition Success for Students with Disabilities is established.</b>  <b>(2) The task force consists of 21 members appointed as follows:</b>  <b>(a) The Speaker of the House of Representatives shall appoint two members who are members of the House of Representatives at the time of appointment.</b>  <b>(b) The Senate President shall appoint two members who are members of the Senate at the time of appointment.</b>  <b>(c) The Chief Education Officer shall appoint:</b>  <b>(A) One person with a disability who graduated from high school within five years of the time of appointment.</b>  <b>(B) One parent of a student with a disability.</b>  <b>(C) One high school registrar.</b>  <b>(D) Two high school counselors.</b>  <b>(E) One special education teacher.</b>  <b>(F) One high school principal.</b>  <b>(G) One school district director for special education.</b>  <b>(H) One representative of a disability services office of a community college.</b>  <b>(I) One representative of a disability services office of a public university.</b>  <b>(J) One representative of the Oregon Student Access Commission.</b></p>	The results of the recommendations of the Task Force would change the way SDs would implement high school programs for students with disabilities. Areas that would see significant change would be: <ul style="list-style-type: none"> <li>• Professional development regarding diploma options for high school counselors, educators, parents, students, teachers, admissions</li> </ul>	Chapter 654, (2013 Laws):  Effective date July 25, 2013  <a href="http://www.leg.state.or.us/13reg/measpdf/hb2700.dir/hb2743.en.pdf">http://www.leg.state.or.us/13reg/measpdf/hb2700.dir/hb2743.en.pdf</a>

New or revised	Summary	Statutory Language ( <b>Bolded text is NEW language</b> )	Impact on SDs	Current Status
		<p>(K) One representative of the Employment First Initiative through the Department of Human Services.</p> <p>(L) One transition specialist from the Department of Education.</p> <p>(M) One counselor from the Office of Vocational Rehabilitation Services of the Department of Human Services.</p> <p>(N) One representative of the University of Oregon Center for Excellence in Developmental Disabilities.</p> <p>(O) One representative of a trade program, an apprenticeship program or a career pathway program at a community college.</p> <p>(P) One representative of Disability Rights Oregon.</p> <p>(3) The task force shall prepare a report for the Legislative Assembly. The report shall relate to high school and transition success for students with disabilities.</p> <p>(4) For the purpose of providing the report described in subsection (3) of this section, the task force may study and make recommendations to improve:</p> <p>(a) The understanding of modified diplomas and extended diplomas by high school counselors, educators, parents, students and teachers.</p> <p>(b) The consideration of modified diplomas and extended diplomas by admissions officers of public universities.</p> <p>(c) Participation of students who have individualized education plans in high school courses, programs or activities that could result in college credit.</p> <p>(d) Standards that outline the necessary documentation a student should present to a community college or to a public university in order to access appropriate student support services for a disability.</p> <p>(e) Strategies for increasing college affordability for students with individualized education plans and for expanding the role of state financial aid for students with disabilities when the students' access to federal financial aid is reduced.</p> <p>(f) Strategies for collaboration between school district transition programs and programs at community colleges and public universities, including the possible payment by school districts for students participating in transition programs that may result in college credit.</p> <p>(g) The recruitment to career pathway programs and apprenticeship programs for students who have individualized education plans.</p> <p>(h) Strategies for high schools to educate students who have individualized education plans about the accommodations, financial aid and student service options that are available for post-secondary education.</p> <p>(i) The use of technology as an accommodation for students with disabilities in high schools and post-secondary education to boost student achievement.</p> <p>(j) Regular diploma graduation rates for students who have individualized education plans, particularly students with specified learning disabilities and other health impairments.</p> <p>(5) In addition to the recommendations compiled as described in subsection (4) of this section, the task force may make recommendations to the Oregon Education Investment Board about specific goals for achievement compacts for school districts, education service districts, community colleges and public universities that will help drive and track improved post-secondary success for students who have individualized education plans.</p>	<p>officers of public universities</p> <ul style="list-style-type: none"> <li>• Necessary documentation for entrance in colleges to receive student support services for a disability</li> <li>• Increasing college affordability</li> <li>• Expanding the role of state financial aid</li> <li>• Collaboration between SD transition programs and college programs, including the possible payment by SDs for students participating in transition programs that may result in college credit.</li> <li>• Recruitment to career pathway programs and apprenticeship programs</li> <li>• Training for students on accommodations, financial aid, student service options</li> <li>• Using technology to boost student achievement</li> <li>• Regular diploma graduation rates for students who have IEPs</li> </ul>	<p><b>NOTE:</b> Task Force operating procedures may be found at: <a href="http://www.leg.state.or.us/13reg/mea_spdf/hb2700_dir/hb2743_en.pdf">http://www.leg.state.or.us/13reg/mea_spdf/hb2700_dir/hb2743_en.pdf</a></p> <p>Items 8-17</p>

New or revised	Summary	Statutory Language ( <b>Bolded text is NEW language</b> )	Impact on SDs	Current Status
		<p><b>(6) Based on the study and recommendations compiled as described in subsection (4) of this section, the task force may recommend legislation that:</b></p> <p><b>(a) Implements post-secondary education opportunities for students with disabilities.</b></p> <p><b>(b) Increases the rate of participation of students who have individualized education plans in high school courses, programs or activities that could result in college credit.</b></p> <p><b>(c) Coordinates school district transition programs and programs at community colleges and public universities.</b></p> <p><b>(d) Improves recruitment of students who have individualized education plans in apprenticeships, career pathway programs and other post-secondary education opportunities.</b></p> <p><b>(e) Establishes a process to uniformly record credits and grades for high school diplomas, modified diplomas and extended diplomas.</b></p> <p><b>(7) When making the recommendations described in subsections (4) to (6) of this section, the task force shall consider how proposed modifications to the state’s school funding formula align with the policies established by the Oregon Education Investment Board and with the state goal for high school graduation rates and post-secondary educational attainment expressed in ORS 351.009.</b></p>		
<b>HB 2898</b>				
Revision to ORS 343.035	<p>Allows student with disability to earn credit at community college or public university as part of transition services.</p> <p>Prohibits denying financial aid to student for sole reason that student did not receive regular high school diploma.</p>	<p>(4) “Developmental delay” means:</p> <p>(E) Adaptive development; or</p> <p>(b) A disability, in accordance with criteria established by rules of the State Board of Education, that can be expected to continue indefinitely and is likely to cause a substantial delay in a child’s development and ability to function <b>independently</b> in society.</p> <p>(9) “Instruction” means providing <b>children and</b> families with information and skills that support the achievement of the goals and outcomes in the child’s individualized family service plan and working with preschool children with disabilities in one or more of the following developmental areas:</p> <p>(a) Communication development;</p> <p>(b) Social or emotional development;</p> <p>(c) Physical development, including vision and hearing;</p> <p>(d) Adaptive development; and</p> <p>(e) Cognitive development.</p> <p>(15)(a) “Related services” means transportation and such developmental, corrective and other supportive services as are required to assist a child with a disability to benefit from special education, including:</p> <p>(A) Speech-language and audiology services;</p> <p>(B) Interpreting services;</p> <p>(C) Psychological services;</p> <p>(D) Physical and occupational therapy;</p> <p>(E) Recreation, including therapeutic recreation;</p> <p>(F) Social work services;</p> <p>(G) School nurse services designed to enable a child with a disability to receive a free appropriate public education as described in the individualized education program of the child;</p>	<p>These revisions would:</p> <ul style="list-style-type: none"> <li>• Include assistive technology in the statutory definition of Related Services.</li> <li>• Include a definition of Transition Services in the Law</li> <li>• Include earning college credit as part of the transition services.</li> <li>• Will ensure that students earning a modified or extended diploma may receive state financial aid.</li> </ul>	<p>Chapter 725, (2013 Laws):</p> <p><b>Effective date</b> August 14, 2013</p> <p><a href="http://www.leg.state.or.us/13reg/measpdf/hb2800.dir/hb2898.en.pdf">http://www.leg.state.or.us/13reg/measpdf/hb2800.dir/hb2898.en.pdf</a></p>

New or revised	Summary	Statutory Language ( <b>Bolded text is NEW language</b> )	Impact on SDs	Current Status
		<p>(H) Early identification and assessment of disabilities in children;            (I) Counseling services, including rehabilitation counseling;            (J) Orientation and mobility services;            (K) Medical services for diagnostic or evaluation purposes; [and]            (L) Parent counseling and training[.]; <b>and</b>  <b>(M) Assistive technology.</b></p> <p><b>(19) “Transition services” means a coordinated set of activities for a child with a disability that:</b>  <b>(a) Is designed to be within a results-oriented process;</b>  <b>(b) Is focused on improving the academic and functional achievement of the child to facilitate the child’s transition from school to post-school activities, including post-secondary education, competitive employment, independent living and community inclusion;</b>  <b>(c) Is based on the individual child’s needs, taking into account the child’s preferences and interests; and</b>  <b>(d) May be special education, or related services, and may include earning credit at a community college or public university listed in ORS 352.002.</b></p> <p><b>SECTION 2. A student who receives a modified diploma or extended diploma under ORS 329.451 may not be denied eligibility for financial aid to obtain post-secondary education in a public university listed in ORS 352.002, community college or independent not-for-profit institution of higher education that operates in this state for the sole reason that the student did not receive a high school diploma.</b></p>		

## HB 3264

New	Establishes pilot program for purpose of assisting students with disabilities to make transition into life after high school.	<p><b>SECTION 1. (1) The Department of Education shall establish a pilot program for the purpose of assisting students with disabilities transition into life after high school. (2) Under the pilot program, school districts shall develop and implement strategies for:</b>  <b>(a) Providing information to students with disabilities about opportunities that are available after high school and about the assistance that is available to students to pursue those opportunities; and</b>  <b>(b) Assisting students with disabilities in pursuing opportunities after high school, including assistance in:</b>  <b>(A) Applying for and funding post-secondary education and achieving success in postsecondary education;</b>  <b>(B) Securing employment; and</b>  <b>(C) Accessing support services or community services that may assist the student in achieving independence after high school.</b>  <b>(3) The Department of Education shall identify at least five school districts to participate in the pilot program. The participating school districts must include:</b>  <b>(a) One school district that serves 10,000 or more students;</b>  <b>(b) One school district that is a small school district, as determined by the department; and</b>  <b>(c) One school district that serves a rural community, as determined by the department.</b>  <b>(4)(a) A school district that is participating in the pilot program may:</b></p>	<p>At least five SDs will participate in a pilot program to assist students with disabilities to transition into life after high school</p> <p>The participating SDs will:</p> <ul style="list-style-type: none"> <li>• Provide information to students</li> <li>• Help students apply for funding, secure employment, and access support services</li> </ul> <p>ODE will facilitate partnerships, and award grants to the pilot SDs.</p>	<p>Chapter 662, (2013 Laws):</p> <p>Effective date July 25, 2013.</p> <p><a href="http://www.leg.state.or.us/13req/measpdf/hb3200.dir/hb3264.en.pdf">http://www.leg.state.or.us/13req/measpdf/hb3200.dir/hb3264.en.pdf</a></p>
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New or revised	Summary	Statutory Language ( <b>Bolded text is NEW language</b> )	Impact on SDs	Current Status
		<p><b>A) Accept assistance from organizations with experience in assisting students with disabilities transition into life after high school; and</b>  <b>(B) Pay for the expenses incurred by an organization that provides assistance as allowed under subparagraph (A) of this paragraph.</b>  <b>(b) The Department of Education shall facilitate partnerships between school districts participating in the pilot program and organizations with experience in assisting students with disabilities transition into life after high school.</b>  <b>(5) The Department of Education shall award grants to school districts that participate in the pilot program from moneys appropriated to the department for the pilot program.</b></p>		

## SB 222

<p>Revision of ORS 341.450 and ORS 341.451</p>	<p>Establishes an Accelerated Learning Committee to enable students to obtain college credits while still in high school. Revises existing State Law regarding the allowable content areas for credits beyond the 24 credits.</p>	<p><b>SECTION 1. (1) The Accelerated Learning Committee is established.</b>  <b>(2) The committee consists of the following seven members:</b>  <b>(a) The Chief Education Officer.</b>  <b>(b) Six members appointed as follows:</b>  <b>(A) The President of the Senate shall appoint two members from among members of the Senate.</b>  <b>(B) The Speaker of the House of Representatives shall appoint two members from among members of the House of Representatives.</b>  <b>(C) The Governor shall appoint two members.</b>  <b>(3) The committee shall examine methods to encourage and enable students to obtain college credits while still in high school. The committee shall emphasize the alignment of funding, assessments and procedures between high schools and post-secondary institutions of higher education to encourage efficiencies and to make post-secondary education more affordable for families.</b></p> <p><b>NOTE: Accelerated Learning Committee operating procedures may be found at: <a href="http://www.leg.state.or.us/13reg/measpdf/sb0200.dir/sb0222.en.pdf">http://www.leg.state.or.us/13reg/measpdf/sb0200.dir/sb0222.en.pdf</a> Items 4-13</b></p> <p><b>ORS 329.451 amended to read:</b>  <b>Sec 3 (2)(b) If a school district or public charter school requires a student to complete more than 24 total credits, as provided by paragraph (a)(A) of this subsection, the school district or public charter school may only require the student to complete additional credits for:</b>  <b>(A) Subjects for which the State Board of Education has established academic content standards under ORS 329.045;</b>  <b>(B) Courses provided as part of a career and technical education program; or</b>  <b>(C) Courses that provide, or qualify to provide, credit at post-secondary institutions of education.</b></p> <p><b>SECTION 5. ORS 341.450 is amended to read:</b>  Every community college district shall encourage high school students to start early on a college education by:</p>	<p>The Accelerated Learning Committee will encourage and enable students to obtain college credits while still in high school by emphasizing the alignment of funding, assessments and procedures between high schools and post-secondary institutions of higher education.</p> <p>Revision of ORS 329.451 requires a SD to restrict the number of additional credits for graduation to the following categories:</p> <ul style="list-style-type: none"> <li>• Subjects with academic content standards</li> <li>• Career and Technical Education</li> <li>• Courses that provide credit at post-secondary institutes of education.</li> </ul>	<p>Chapter 761 (2013 Laws):</p> <p>Effective date: August 14, 2013</p> <p><a href="http://www.leg.state.or.us/13reg/measpdf/sb0200.dir/sb0222.en.pdf">http://www.leg.state.or.us/13reg/measpdf/sb0200.dir/sb0222.en.pdf</a></p>
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New or revised	Summary	Statutory Language ( <b>Bolded text is NEW language</b> )	Impact on SDs	Current Status
		<p>(1) Implementing two-plus-two programs and other related programs <b>and making</b> at least one such program available to each interested school district that is within the boundaries of the community college district.</p> <p><b>(2) Collaborating with interested school districts that are within the boundaries of the community college district to facilitate the delivery of two-plus-two programs and other related programs.</b></p> <p><b>SECTION 6.</b> ORS 341.450, as amended by section 5, chapter 639, Oregon Laws 2011, is amended to read: Every community college district shall encourage high school students to start early on a college education by:</p> <p>(1) Implementing a dual credit program, a two-plus-two program or another accelerated college credit program <b>and making</b> at least one such program available to each interested school district that is within the boundaries of the community college district.</p> <p><b>(2) Collaborating with interested school districts that are within the boundaries of the community college district to facilitate the delivery of a dual credit program, a two-plus-two program or other accelerated college credit program.</b></p>		

# Frequently Asked Questions for Oregon Diploma Options

This document is organized into topic areas:

**General:** Definition and general implementation information

**Eligibility:** Eligibility criteria

**Decision-Making:** Guidelines and procedures

**Credit Requirements:** Credit requirements, definitions, and proficiency levels Implications

**Additional Student Requirements**

**Implications:** Impact on Post High School education, training and career options

**Transition Services for 18-21 year old students**

**Interagency Agreements**

## Acronym Legend:

<b>SD</b>	School District
<b>PCS</b>	Public Charter School
<b>RD</b>	Regular Diploma
<b>MD</b>	Modified Diploma
<b>ED</b>	Extended Diploma
<b>AC</b>	Alternative Certificate
<b>IEP</b>	Individualized Education Program

## GENERAL

### 1. Does each Public Charter School (PCS) have to provide all diploma options and their requirements?

Yes. PCSs must ensure that all students have on-site access to the appropriate resources to achieve a regular diploma (OAR 581-022-1130), a modified diploma (OAR 581-022-1134), an extended diploma (OAR 581-022-1133) and an alternative certificate (OAR 581-022-1135).

### 2. Who can get the Modified Diploma (MD)?

The MD is a high school completion document that may be earned by students who have demonstrated an inability to meet the full set of academic content standards required for a regular high school diploma, even with reasonable accommodations, but fulfill all state requirements for a modified diploma. To be eligible for the MD, a student must have a “documented history”<sup>2</sup> of an inability to maintain grade level achievement due to significant learning and instructional barriers,<sup>3</sup> or a documented history of a medical condition that creates a barrier to achievement.

### 3. Who can get the Extended Diploma (ED)?

The ED is a high school completion document that may be earned by students who have demonstrated the inability to meet the full set of academic content standards required for a high school diploma or the MD, even with reasonable accommodations. To be eligible for the ED (updated in the 2013 legislative session), a student must have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; a medical condition that creates a barrier to achievement; or a change in the student’s ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

### 4. Who can get the Alternative Certificate (AC)?

The AC is a high school completion document that may be earned by a student who does not satisfy the requirements for the high school diploma, MD or ED. To be eligible for an AC, a student must have met the criteria requirements as specified in district school board policies.

### 5. Why would a student earn the MD or ED instead of a regular high school diploma?

A student may not be able to meet the full set of academic content standards, even with reasonable accommodations but may be able to fulfill all requirements for the MD or ED as described in state Rule. The MD requires 24 units of credit. The ED requires 12 units of credit. Credits for the MD or ED may be earned through modified courses, regular education courses (with or without accommodations or modifications), credit by proficiency, or a combination of the above. A student should be encouraged to work toward the highest level of high school completion documents the student is able to achieve.

### 6. Do all modified courses have to be taught by highly qualified teachers?

According to the Elementary and Secondary Education Act (ESEA), teachers of core academic subjects are required to be highly qualified. Core academic subjects include reading, language arts, mathematics, sciences, foreign languages, civics and government, economics, arts (visual arts, music and drama), history, and geography. A teacher who does not teach a core academic subject is not required to meet the requirements specified in ESEA.

<sup>2</sup>Evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations (OAR 581-022-1134(1)(a))

<sup>3</sup>A significant physical, cognitive or emotional barrier that impairs a student’s ability to maintain grade level achievement (OAR 581-022-1134(1)(b))

**7. Can a student earning the MD, ED or AC participate in the high school graduation ceremony?**

Yes, a student receiving the MD, ED or AC shall have the option of participating in the high school graduation ceremony with the members of their class receiving a high school diploma.

**8. Is a SD or PCS required to provide on-site access to appropriate resources to achieve a high school diploma, the MD, ED or AC at each high school in the SD or at the PCS? Does this include alternative schools and other educational environments for district-placed students?**

Yes, a SD is required to provide on-site (see question 1 above) access to appropriate resources to achieve a high school diploma, the MD, ED or AC at **EACH** high school in the SD or at the PCS. However, if a student has already earned the MD, ED or AC, services may be provided at a location determined by the SD.

The SD responsible for these services is required to follow the Statutes and Rules for all enrolled students, including those in alternative education, public virtual schools and students placed in homebound services by the district.

**9. Does the district have the flexibility to change the names of the MD and the ED?**

No, ORS 329.451 states that SDs and PCSs must offer the MD and ED. Furthermore, the Oregon Legislature has indicated its intent to have statewide uniformity for high school diplomas.

SDs must offer the AC and may use alternative names for the certificate. However districts may not name that certificate a diploma. A SD or PCS may have policy for multiple ACs.

**10. What do SDs and PCSs need to know about required consents for diploma options?**

Consent to award a diploma option: A SD or PCS may award the MD, ED or AC to a student only upon the consent of the parent or guardian of the student *or upon the consent of the adult student or emancipated minor student*. A district or school **must** receive the consent in writing and during the school year in which the MD or ED is awarded. A “parent” means one or more of the following persons:

- A biological or adoptive parent of the child;
- A foster parent of the child;
- A legal guardian, other than a state agency;
- An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child’s welfare; or
- A surrogate parent who has been appointed in accordance with OAR 581-015-2320.

The SD should document the receipt of written consent and place the consent in the student’s file.

**11. If the parent of a student who is under 18 refuses to sign for the MD, ED, or AC, must the student continue to work toward a regular diploma?**

Yes, the student would continue to work toward a regular diploma. However, when a student turns 18 (adult student) and the educational rights transfer, the student is then responsible for giving consent for the diploma options. The adult student may ask another adult to be his or her surrogate; however, the student can revoke that surrogate permission at any time. If the student is under guardianship, the guardian must give consent.

**12. What consents related to the MD, ED or AC are necessary?**

Consent to award a diploma option: A SD or PCS may award the MD, ED or AC to a student only upon the consent of the parent or guardian of the student *or upon the consent of the adult student or emancipated minor student*. A district or school **must** receive the consent in writing and during the school year in which the MD or ED is awarded.

Consent to complete requirements in less than 4 yrs: A student may complete the requirements for the MD, ED or AC in less than four years if the parent/guardian or adult student gives consent.

Each SD must provide the number of these consents to the State Superintendent of Public Instruction each year.

Consent to reduce the total number of hours: If the IEP team reduces the number of hours of instruction and services provided to the student, the SD must annually and in writing, inform the parent/guardian or adult student of the SD’s duty to comply with the total number of hours. The SD cannot unilaterally decrease the total number of hours of instruction and services. The SD must obtain a signed acknowledgement from the parent/guardian or adult student that they received the information.

**13. What notifications related to the MD, ED or AC are required?**

Availability of the diploma options: Beginning in grade five, or beginning after a documented history has been established and then annually, SDs and PCSs are required to provide information to the parents or guardians about the availability of the MD, ED, and AC and the requirements for the diplomas and certificate. (Established 2013 legislative session in HB 2193)

Upon modification of a course: The SD or PCS shall inform the student and parent of the student if the courses in grades 9-12 have been modified for an individual student.

Reducing the total number of hours: If the IEP team reduces the number of hours of instruction and services provided to the student,

- the SD must inform the parent of the student in writing annually of the SD's duty to comply with the total number of 990 hours;
- the SD cannot unilaterally decrease the total number of hours of instruction and services; and
- the SD must obtain a signed acknowledgement from the parent of the student that they received the information. If the student is over 18 and the educational rights have transferred to the student, then the SD must address the letter to the student and copy the parents.

**14. Can a student continue working toward another completion document after they receive the MD, ED or AC?**

Yes. Special education students may continue to attend their regular high school beyond the normal four years until such time as they either receive a regular high school diploma or reach the age of 21. Regular education students may attend up to the age of 19 unless SD policy allows students to continue after that age.

**15. Can a student earn the MD, ED or AC in less than 4 years?**

Yes, a student may complete the requirements for the MD, ED or AC in less than four years if the parent or adult student gives consent. This regulation does not apply to a regular diploma.

The consent must be written and state:

- The parent or adult student is waiving the 4 year or until age 21 criteria to complete the requirements for the MD, ED or AC.
- A copy of the consent must be sent to the district superintendent.
- Each SD must annually provide the number of consents to the State Superintendent.

Consent may not be used to allow a student to satisfy the requirements of the MD, ED, or AC in less than 3 years.

**16. Does a SD use the requirements for the high school entry year or the final year of education for a student who is working toward a regular diploma and who takes more than 4 years to complete that diploma?**

The SD or PCS would use the requirements for the high school entry year.

When the new Oregon Diploma requirements were adopted by the State Board of Education in 2008, the roll-out for the requirements was described in terms of a student's high school graduation year (e.g. Class of 2012, 2013, etc.). As policy issues were refined, it became clear that to avoid creating additional requirements for students whose graduation year changed when they decided on a 5th year of high school, requirements should instead be described in terms of the year the student first entered the high school system. In this way, the diploma requirements are applied to students based on the school year they were first enrolled in grade 9, which is also referred to as the cohort year.

**17. For the MD only, when does a SD or PCS need to admit a general education student and how long is the district required to provide services?**

A district school board is required to admit all persons between the ages of 5 and 19 who reside within the SD. A person whose 19th birthday occurs during the school year shall continue to be eligible for services for the remainder of the school year (*ORS 339.115 Admission of students*)

**18. When should an IEP team discuss diploma options?**

An IEP Team or School Team should start discussing diploma options with the parent and student early in the student's academic career.

Beginning in grade five, or beginning after a documented history has been established and then annually, SDs and PCSs are required to provide information to the parents or guardians about the availability of the MD, ED, and AC and the requirements for the diplomas and certificate. (Established 2013 legislative session in HB 2193)

A student's school team must decide that a student should work toward the MD no earlier than the end of the 6th grade and no later than 2 years before the student's anticipated exit from high school. However, a student's school team may formally decide to revise the MD decision.

A student's school team may decide that a student who was not previously working towards the MD should work toward the MD when a student is less than 2 years from their anticipated exit from high school if the documented history of the student has changed.

**19. Can an IEP Team or school team change the decision as to what diploma option the student will be working toward?**

Yes, an IEP or school team may change the decision as to what diploma option a student will work toward. The team may determine at any time that the student should work toward a more rigorous option (e.g., change from

modified to regular or extended to modified) as long as the student meets any criteria associated with the new diploma type. A team may determine that a student working toward a more rigorous option should pursue a less rigorous option (e.g., change from regular to modified or modified to extended) only if the student meets the eligibility criteria for that option.

**20. How does the IEP team establish that a student who has entered from out of state needs to be working toward a modified diploma?**

The IEP team can make the determination if the student is eligible for the MD and documented evidence exists that the student cannot maintain grade level achievement.

**21. For the MD, does the district implement the plan 2 years before the student's expected graduation date?**

A school team must decide no later than 2 years before the student's anticipated exit from high school, if the student will work toward the MD.

*OAR 581-022-1134(4)(c) Except as provided in **subsection (e)** of this section, a student's school team shall decide that a student should work toward a modified diploma no earlier than the end of the 6th grade and no later than 2 years before the student's anticipated exit from high school.*

However, if a student is working toward a regular diploma and the IEP team or school team decides circumstances have changed for the student in the last two years of high school, then the IEP Team or school team may revise their decision, **at any time**, and allow the student to work toward the MD. The circumstances necessitating this change should be documented.

*OAR 581-022-1134(4)(e) A student's school team may formally decide to revise a modified diploma decision.*

The reverse is also true. If the student is working toward the MD and the IEP team or the school team decides the student can be successful at working toward a regular diploma, then the Team should document the reasons for the change and allow the student to work toward a regular diploma. Remember, to receive a regular diploma all credits must be taken under standard conditions without modifications. In these situations, the student may have to re-take and pass courses that were previously taken under modified conditions.

*OAR 581-022-1134(3)(b) A SD or PCS may not deny a student who has the documented history described in paragraph (a) of this subsection the opportunity to pursue a diploma with more stringent requirements than a modified diploma for the sole reason that the student has the documented history.*

## ELIGIBILITY

**22. Can the MD be earned by either a student with disabilities or a regular education student?**

Yes, the MD can be earned by either a student eligible for special education or a regular education student, as long as the student meets the eligibility requirements of the MD.

*OAR 581-022-1134(3)(a) Except as provided in paragraph (c) or (d) of this section, a SD or PCS shall grant eligibility for a modified diploma to a student who has:*

*(A) A documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or*

*(B) A documented history of a medical condition that creates a barrier to achievement.*

**23. Are students, who are not eligible for special education, but receive the MD, still eligible for post high school transition services?**

School Districts are not required to provide transition services to a regular education student after they received the MD. However, the district may allow a regular education student to access those services. Special education students may continue to receive services beyond the normal four years until such time as they either receive a regular high school diploma or reach the age of 21.

**24. Who is NOT eligible to earn the MD?**

Students who are currently engaged in the use of illegal drugs or alcohol are excluded from consideration of this option if the significant learning and instructional barriers are **due** to the use of illegal drugs or alcohol.

**25. Does a SD with the MD student working on transition services need to comply with the 990 hours/yr?**

Yes. An IDEA eligible student who receives the MD, ED or AC must have access to instructional hours, hours of transition services and hours of other services that are designed to:

- Meet the unique needs of the student; and

- When added together, will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school (990 hours/year).

The SD responsible for these services is required to follow the Statutes and Rules, for all enrolled students, including those in alternative education, public virtual schools and students placed in homebound services by the district.

**26. What is “documented history”? (Eligibility Criteria)**

Documented history is evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

**27. What is an “instructional barrier”? (Eligibility Criteria)**

An instructional barrier is a significant physical, cognitive or emotional barrier that impairs a student’s ability to maintain grade level achievement.

**28. What is an example of an instructional barrier or significant learning barrier?**

**a) Instructional Barrier:** Intermittent panic attacks that prevent the student from attending and participating in school on a regular basis and responding to instruction without significant modifications.

**b) Instructional Barrier:** The level of comprehension, either concrete or abstract. A student who functions on a concrete level and is unable to comprehend the abstract would not be able to maintain grade level achievement, particularly in math and science even with intense instruction, unless content were presented concretely.

**c) Significant Learning Barrier:** A specific learning disability in math that would not allow the student to succeed beyond a certain grade level even with a variety of accommodations and modifications and intense instructional opportunities.

**29. Does a regular education student who can’t pass the Oregon Assessment of Knowledge and Skills (OAKS) test, but demonstrates proficiency in certain essential skills through an approved local option automatically become eligible for the MD?**

No. Failure to meet the requirements for a regular high school diploma does not automatically make the student eligible for the MD. Students must meet the full set of eligibility criteria in order to receive the MD, including having a documented history of the inability to maintain grade level achievement due to significant learning and instructional barriers, or a documented history of a medical condition that creates a barrier to achievement.

**DECISION-MAKING**

**30. Who determines if a student is eligible for a regular diploma, MD, ED or AC?**

The student’s school team decides if a student will work toward obtaining a regular diploma, MD, ED or AC. The team membership is determined by a SD or PCS, and should include the student and must include a parent. In the case of students receiving special education services at a PCS, the SD where the PCS is located shall determine the team for that student. Typically, the team for a special education student will include IEP team members.

**31. Must all the courses be modified for the MD?**

No. Students may earn units of credit through regular education courses (with or without accommodations), modified courses or a combination of regular and modified courses. When one or more courses that contain substantial academic content are modified, those courses may count toward the MD but do not count toward a regular diploma.

**32. What is a modified curriculum?**

The level of modification is determined by the SD. Modifications are made to assist students in meeting academic standards. For one student, it may mean algebra with modifications that would allow the student to meet part of the algebra standards. For another student, it may mean completing all the requirements for a consumer math course or completing a basic math course on the 6<sup>th</sup> grade level. The purpose is to push the student to work towards their potential while providing them with any accommodations and/or modifications they require to do so.

**CREDIT REQUIREMENTS**

**33. How do the credit requirements vary for the MD as compared to a regular diploma?**

**Comparison of Diploma Credit Requirements and Essential Skills for graduation in 2014 and beyond**

Academic Subject	Regular Diploma	Modified Diploma	Extended Diploma
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English/Language Arts	4	3	2
Mathematics	3	2	2
	<i>Content at Algebra I and above</i>		
Science	3	2	2
	<i>Scientific inquiry and lab experiences</i>		
Social Sciences	3	2 <sup>4</sup>	3
Physical Education	1	1	1
Health	1	1	1
Second Lang/The Arts/ Career and Technical Education (CTE)	3	1 <sup>5</sup>	1
Electives	6	12 <sup>6</sup>	
<b>TOTAL CREDITS</b>	<b>24</b>	<b>24</b>	<b>12</b>
<b>Essential Skills</b>			
	Reading	Reading	NA
	Writing	Writing	NA
	<b>Math</b>	Math	NA

**34. Is there a specific level of proficiency in math or other core courses that the student needs to acquire or just the required number of credits?**

No, for the MD or ED, the student would not have to reach a specific level of proficiency. Credit could be earned in such courses as consumer math, business math or basic math. Credit could also be earned in courses at a higher level of proficiency, but with significant modifications.

**35. What are the graduation requirements for students receiving the MD?**

Students are required to earn 24 credits, complete the Personalized Learning Requirements (as described in OAR 581-022-1134), and demonstrate proficiency in the required Essential Skills (as described in OAR 581-022-0615).

**36. What are the graduation requirements for students receiving the ED?**

While in grade nine through completion of high school, students working toward the ED must complete 12 credits, which may not include more than six credits earned in a self-contained special education classroom and must include:

- Two credits of mathematics;
- Two credits of English;
- Two credits of science;
- Three credits of history, geography, economics or civics;
- One credit of health;
- One credit of physical education; and
- One credit of the arts or a second language.

**37. What are the rules for credit for the MD?**

To receive a modified diploma a student must earn 24 credits between grade 9 and the end of their high school career, with at least 12 of those credits to include:

<sup>4</sup>**Social Sciences** may include history, civics, geography and economics (including personal finance).

<sup>5</sup>**Second Languages/The Arts/Career and Technical Education (CTE)** units may be earned in any one or a combination of courses.

<sup>6</sup>SDs and public charter schools shall be **flexible in awarding the remaining 12 units of credit**. The credits must meet the needs of the individual student as specified in the **education plan** of the student with the expectations and standards aligned to the appropriate grade level academic content standards. These credits may include: (A) Additional core credits; (B) Career and Technical Education; (C) Electives; and (D) Career development.

- English Language Arts -- 3;
- Mathematics -- 2;
- Science -- 2;
- Social Sciences (which may include history, civics, geography and economics, including personal finance) -- 2;
- Health Education -- 1;
- Physical Education -- 1; and
- Career Technical Education, the Arts or Second Languages (units may be earned in any one or a combination) -- 1.

The 12 remaining credits may include:

- Additional core credits;
- Professional technical education;
- Electives; or
- Career development

Students may earn units of credit through:

- Regular education with or without accommodations or modifications;
- Modified courses; or
- Demonstrating proficiency through classroom work or documentation of learning experiences outside of school, or through a combination.

A SD or PCS may not require a student to earn more than 24 credits to receive a modified diploma.

**38. What are the parameters for a student on the MD completing senior projects? Are they expected to do so with modifications?**

Students working toward the MD must complete the Personalized Learning Requirements (Education Plan and Profile, Extended Application), and the Essential Skills. However, any of these components may be with accommodations and modifications.

Students working toward an ED or AC are not required to complete the Personalized Learning Requirements or Essential Skills.

**39. If a student changes from MD to RD, does the student have to re-take modified classes to have them count? Yes, all credit toward a regular diploma must be taken under standard conditions.**

**40. What is Career Development, which is included in the list of 12 remaining credits required for the MD?**  
Career Development as used in the MD rule aligns with *OAR 581-022-0102 (3) and 581-022-1510 Comprehensive Guidance and Counseling*. Career Development could be any coursework, including working in a career center or other career exploration work that would assist the student in preparing for the career of his/her choice. For a student with disabilities, career development would include transition services and the course of study the student would pursue in order to achieve his or her post-secondary goal.

**41. What are “Additional Core classes” which are included in the list of 12 remaining credits required for the MD?**

Additional core classes are classes in English/Language Arts, Mathematics, Science, and Social Sciences.

**42. Can we apply credits of Co-Operative Work Experience completed during the summer towards the 12 Elective Credits for a student on the MD?**

This will be determined by the SD’s policy regarding credit for work experience, including Co-Operative work experience.

**43. What is the minimum number of modified courses that a student can take that would still qualify the student to earn a standard diploma?**

There is no minimum number of modified courses. A student may take as many modified courses as are appropriate; however, modified courses cannot be used for any of the 24 credits for the standard diploma. Only those courses taken under standard conditions, without modifications, can be counted toward the standard diploma.

For example, the student may take algebra for the first time in his/her freshman year under modified conditions and the course will not count toward a standard diploma. However, the student may retake the course under standard conditions, without any modifications, and the second algebra course would count towards a regular diploma. NOTE: Taking the original algebra course with modifications does not automatically require a student to work toward the MD. If a student has successfully completed the requirements for a regular diploma, the SD must award the regular diploma to the student.

### ADDITIONAL STUDENT REQUIREMENTS

#### 44. Are students working toward the MD required to complete the Plan and Profile and Extended Application and the Career related Learning Experiences?

Yes. Each student is expected to:

- Develop an **education plan** and build an **education profile**;
- Be aware of the option to earn **credit for proficiency**;
- Build a collection of evidence (or include evidence in an existing collection) to demonstrate **extended application** of the standards; and
- Demonstrate proficiency in essential skills before they are awarded the MD (OAR 581-022-0615).

The OARs do not specifically address the Career Related Learning Experiences (CRLEs) for students working toward the MD. (CRLS will merge with the Essential Skills beginning in 2012.)

#### 45. What are the required Essential Skills?

For students first enrolled in Grade 9 in 2009-10 or later, three of the Essential Skills are graduation requirements:

1. Read and comprehend a variety of text
2. Write clearly and accurately
3. Apply mathematics in a variety of settings

This timeline and all associated requirements apply to students receiving the MD.

#### 46. Are modifications allowed in the demonstration of the Essential Skills?

Yes.

For students on IEPs or 504 Plans:

SDs and PCSs may administer modified work samples or OAKS assessments consistent with the requirements of the student's IEP or 504 Plan. When modifying an OAKS assessment, the SD or PCS must also ensure that the modifications are in compliance with section 4(d) of *OAR 581-022-0610: Administration of State Tests*. Modified OAKS assessments will remain invalid for purposes of school and district accountability.

For students who are not on an IEP or a 504 Plan:

SDs and PCSs may only administer modifications to work samples that are consistent with the modifications the student has received during instruction. Students must have received those same modifications during instruction in the content area to be assessed and in the year in which the work sample is administered. These modifications must be approved in advance by the student's school team responsible for monitoring the student's progress. **Students who are not on an IEP or a 504 Plan may not receive a modified OAKS assessment.**

#### 47. May modified OAKS assessments be used for accountability purposes?

No. Although modified OAKS assessments may be used to fulfill the Essential Skills requirement by students seeking the MD, these modified assessments are still considered invalid for school and district accountability purposes (i.e., participation and performance). All of the implications associated with modifying assessments and curricula for the purpose of obtaining the MD should be made clear to parents and decision-makers.

#### 48. For modified assessments, can districts adjust the cut score needed to pass OAKS or the level of rigor needed for a successful work sample?

Yes. Modifications, as described in *OAR 581-022-0610*, are practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. According to *OAR 581-022-0615*, for students with an Individualized Education Plan (IEP) or 504 Plan, school districts must implement the assessment decision made by a student's IEP or 504 team and documented in the IEP or 504 Plan; School districts may only administer modifications to students with an IEP or 504 Plan and only in accordance with the assessment decision made by the student's IEP or 504 team and documented in the IEP or 504

Plan. Before administering an assessment using a modification, a student's IEP or 504 team must inform the student's parent that the use of a modification on an OAKS assessment will result in an invalid assessment;

Therefore, the IEP team or school team responsible for approving modifications for a student's assessment may adjust the administration of the assessment and or the assessment's achievement standard. For example, an IEP team could decide that successful demonstration would be a 220 on the OAKS Reading instead of the standard "meets" cut score of a 236, or require a student to get a minimum score of 9 on each work sample as opposed to the minimum of 12 for a regular work sample. The modifications must be documented on the IEP or 504 plan.

#### **49. When does the SD determine modifications in OAKS cut score for a modified diploma?**

Throughout a student's high school career, a SD should be using other assessment measures to make informed decisions about academic progress and potential need for targeted instruction. If there is a clear pattern or trend that shows a student is not making progress despite focused instruction and/or remediation, then a SD should consider other options. In addition to the student's assessment performance, a SD should consider their grades in other core content classes. The best time to make this decision varies because of student learning styles and other environmental factors.

### **IMPLICATIONS**

#### **50. Is a student who receives the MD, ED or AC considered a Dropout?**

No, a student who receives the MD, ED or AC is not counted as a dropout, but is counted as a high school Non-Graduate, specifically an Other Completer, on the cohort graduation collection. Non-Graduates, such as GEDs EDs and MDs negatively affect the district's 4-year cohort graduation rate. The 5-year completion rate does include all diploma options as completers.

#### **51. Will the MD be accepted by four-year universities or community colleges?**

Most four-year universities do not accept the MD for admission purposes. An appeal may be considered by some universities. Community college courses are available to students who have the MD. At the community college level, all non-transfer entering freshmen are required to take a placement exam that indicates a student's current level of performance in reading, language arts (comprehension and writing) and mathematics. Community colleges offer remedial courses for students who do not pass the placement exam, but those courses do not count toward college credit.

#### **52. Will the MD be accepted by the military?**

Some branches of the military may accept the MD. Acceptance depends on the current needs of the military; however, criteria may change frequently. Students and their parents should check with military recruiters to determine if the MD is currently being accepted. All branches of the service have minimum scores required for entry on a placement test called the Armed Services Vocational Aptitude Battery (ASVAB).

#### **53. Will students who receive the MD be eligible for federal financial aid at a post-secondary institution?**

The US Department of Education, Office of Post Secondary Education, has issued information regarding eligibility for Free Application for **Federal** Student Aid (FAFSA). Specifically, qualifying for FAFSA by passing an "Ability to Benefit" Assessment has been eliminated as of July 1, 2012. [\*GEN-12-01: Changes Made To The Title IV Student Aid Programs By The Recently Enacted Consolidated Appropriations Act, 2012 in PDF Format, 150KB, 3 Pages\*](#)

As of July 1, 2012, in order for a student to be eligible for FAFSA, the student must have a regular high school diploma (a diploma that meets the criteria of an Oregon Diploma as delineated in OAR 581-022-1130); or General Education Development (GED) certificate.

In July 2009, the USDE stated that the Oregon Modified Diploma does not meet the high school diploma requirement for FAFSA eligibility. As a result of the removal of the Ability-to-Benefit test, students graduating with a modified diploma will no longer have the option to apply for **federal** student aid for assistance with their college tuition. This does not impact student ability to apply for state aid, private grants, or scholarships.

In the 2013 Legislative Session HB 2898 was passed assuring that a student who receives a MD or ED may not be denied eligibility for **state** financial aid to obtain post-secondary education in a public university, community college or independent not-for-profit institution of higher education that operates in Oregon for the sole reason that the student did not receive a high school diploma.

However, this reduction in financial aid options is a critical piece of information that should be shared with parents at the time diploma decisions are being discussed.

## TRANSITION SERVICES FOR 18-21 YEAR OLD STUDENTS

### 54. Does a student attending alternative education programs, public virtual schools or district-placed homebound services require 990 hours of instruction, transition services, and other services?

Yes. A student who receives the MD, ED or AC must have access to instructional hours, hours of transition services and hours of other services that are designed to:

- Meet the unique needs of the student; and
- When added together, will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school (990 hours/year).

The SD or PCS responsible for these services is required to follow the Statutes and Rules, for all enrolled students, including those in alternative education, public virtual schools and students placed in homebound services by the district.

### 55. Can the IEP team determine if a student needs less than 990 hours/year of services?

Yes, based on the student's needs and performance level, the IEP Team can determine if a student needs less than 990 hours/year of services.

The following process is suggested:

1. Begin the IEP discussion by assuming the student will have a full day of services, 5 days a week.
2. **Based on the student's needs and performance level**, the IEP Team will determine the **instruction** that the student needs. (e.g., academic instruction, behavioral instruction, social instruction, and/or functional instruction). Write the instruction needed in the form of a measurable goal on the IEP.
3. The IEP Team shall determine the amount of time needed for the student to make adequate progress on those goals.
4. The IEP Team shall decide what **transition services** the student needs including:
  - Related services (e.g. Occupational Therapy, Physical Therapy, Speech and Language Therapy),
  - Community experience (e.g. recreation activities, job shadowing, volunteering, community living experiences),
  - Development of employment objectives (e.g. how to get a job, write a resume, complete an interview),
  - Post adult living objectives (e.g. life skills, independent living skills); and
  - Functional vocational evaluation.Write the transition services in the form of a measurable goal on the IEP.
5. The IEP Team must determine how much **time** per week, per month, or per day the student needs in order for the student to make adequate progress on the goal(s).
6. The IEP Team must determine what **other services** the student needs (e.g., comprehensive supports, the Brokerage services, Independent Living Center services, Vocational Rehabilitation services, etc.) Write the other services in the form of a measurable goal on the IEP.
7. The IEP Team must determine how much **time** per week, per month, or per day the other agencies must provide to the student in order for the student to make adequate progress on the goal(s). The SD may count those other services paid for or provided by other agencies toward the total 990 hours/year requirement.
8. The IEP Team will add all the hours in # 3, 5, and 7 above. This is the number of hours the student is being served. This is the amount of time the IEP Team, including the parent and/or adult student determined was necessary to meet the student's needs. If that is less than 990 hours/year, the SD will write a letter to the adult student or guardian informing them of:
  - a) The SD's duty to comply with the total number of 990 hours; and
  - b) That the SD cannot unilaterally decrease the total number of hours of instruction and services.
9. The IEP Team must then write a statement on the IEP that explains the reasons the student is not accessing 990 hours of instruction and services.
10. The SD must receive a signed acknowledgement from the adult student or guardian that they received the information.

### 56. Do the instructional hours that are part of the 990 hours per year all need to be special education or specially designed instruction?

No, all instructional hours included in the 990 hours per year do not need to be specially designed instruction.

### 57. What non-academic hours can be counted in the 990 hours/year (e.g., transportation)?

School assemblies, student orientations, testing, parent-teacher conferences, and other instructionally related activities involving students directly may be included in the required instructional hours. However, transportation to and from school, passing times between classes, non-instructional recess and lunch periods shall not be included

unless the student is being taught these skills through specially designed instruction listed on the student's IEP. Passing time is defined as those minutes between segments of the program that is included in the school's daily schedule.

With a local school board approval, annual instructional hour requirements may be reduced as follows:

- Up to a total of thirty (30) hours to accommodate staff development activities, pupil transportation schedules, or other local program scheduling arrangements;
- Up to a total of fourteen (14) hours of emergency school closures due to adverse weather conditions and facility failures; and
- The instructional time requirement for twelfth-grade students may be reduced by action of a local school board for an amount of time, not to exceed thirty (30) hours of instructional time.

**58. IDEA gives districts the authority to designate the location of special education and related services. Does on-site access to resources at each high school for the diploma options contradict what has been set forth in IDEA?**

This statute, *ORS 329.451 High school diploma; modified diploma; extended diploma; alternative certificate; grade level advancement*, passed by the Oregon Legislature in 2011 is an example of a State meeting and exceeding the Federal Statute. States may go beyond the requirements as stated in Federal statutes and regulations.

**59. If a district-sponsored high school provides access, must the district-sponsored charter school also provide access?**

Yes, the SD and PCS must ensure that students have **on-site** access to the appropriate resources to achieve a high school diploma, the MD, ED, or AC at each high school in the school district including public charter high schools.

**60. How does the rule for on-site access at each high school apply to Virtual Charter Schools?**

The SD responsible for these services is required to follow the Laws and Rules in all situations, including alternative education, public virtual school and district placed students receiving homebound services.

**61. Can a rural school consolidate students and send them to a bigger high school (that provides access already), and still meet the requirements mandated by the law?**

No, based on *ORS 329.451*, a school district or public charter school must ensure that students have **on-site access to the appropriate resources** to achieve a high school diploma, a modified diploma, an extended diploma or an alternative certificate **at each high school** in the school district or at the public charter high school.

**62. Do the services provided by Brokerages outside of the school day count toward the 990 hours?**

The individual student's school day is defined by the number of hours of instruction, transition services and other services the student will receive as determined by the IEP Team. The IEP Team must determine what **other services** the student needs (e.g., comprehensive supports, the Brokerage services, Independent Living Center services, Vocational Rehabilitation services, etc.) If the Brokerage services are part of the "other services" determined by the IEP Team as necessary and part of the student's school day, then the SD should count those other services toward the total 990 hours/year.

## INTERAGENCY AGREEMENTS

**63. If another agency is providing services for a student through a current contract between the agency and the SD, and the services are being included as part of the total number of hours, does an additional interagency agreement between the district and the other agency need to be developed?**

An interagency agreement must be written for each individual student. Transition services and other services **designed to meet the unique needs of the student** may be provided **to the student** through an interagency agreement entered into by the SD and the agency if the **IEP developed for the student** indicates that the services may be provided by another agency.



# Transition Community Network

## *Student resources:*



**Employment** gives a list of resources for that can help you get a job in Oregon or in the military

**Post-secondary Education** includes helpful tips about college, trade schools, and Job Corps

**Transition to adult life for students** has lots of information about resources or ideas that will help you move into your adult life

**While still in High School** includes helpful ideas that will

help you finish your high school career and start planning for adult life

## *Family Resources hopes to answer questions so that the family can support their students:*

**Information about employment** helps a family support their students search for a job after high school

**Community, Oregon or National Resources** gives a list of resources that include needed services, healthcare, housing, assistive technology information, Oregon's information on education from K-12, and many others

**Information about the IEP** lists resources that family needs to understand the process

**Post-secondary education information** gives the family some tools to help your student plan for education possibilities after high school

**Help your student transition to adult life** includes helpful tips for helping your student move to an adult life

**While your student is still in High School** helps the family understand the Oregon high school exit options, the Transition IEP process and other need information that is needed to support your student



special

An updated website [www.tcntransition.org](http://www.tcntransition.org) will open September 30, 2013

