

EDUCATOR SECTION

State Performance Plan	9
Indicators	10
Predictors of Post-School Success	12
Evidence Based Practices that Support the Predictors of Post-School success	13
New IEP Transition Page	15
Student Participation in the IEP	16
Age Appropriate Assessments and Preferences, Interests, Needs and Strengths (PINS)	18
Transition Assessment and Goal Generator (TAGG)	20
Oregon’s Extended Assessment Decision-Making Guidance	21
Person Centered Planning Example	23
Appropriate & Measureable Post-Secondary Goals	24
Transition Services	26
Course of Study	28
Case Examples	30
Invite Representatives of Participating Agencies	34
Transition Technical Assistance Network	36
Annual Goals	40
Are Students Leaving with an SOP?	42
Post-School Outcomes & Other Indicators	43
Frequently Asked Questions 2015	46



NOTES

STATE PERFORMANCE PLAN

Since 2004, each state is required to have in place a performance plan evaluating the state's implementation of special education services for school-aged children and describing how the state will make improvements. This plan is called the Part B State Performance Plan (SPP) and is required to be posted on the state's website (www.ode.state.or.us/search/page/?id=1813).

Oregon's Performance Plan lists four transition related indicators:

Indicator 1: Increase **graduation** rate

Indicator 2: Decrease the **drop-out** rate

Indicator 13: Achieve compliance **transition related standards** in the IEP

Indicator 14: Improve **Post-School Outcomes**: employment, education or training, and independent living

For Indicator 13 there are eight procedural compliance standards related to transition-aged youth on the Oregon IEPs. Schools are required to document **100% compliance** on these standards.

Oregon has not met the required percentage of compliant IEP's for the past two years on the SPP, dropping from 82% of files being compliant on the eight transition standards to 75% for 2014-2015. This moves the state into the **Needs Assistance** for two consecutive year's category.

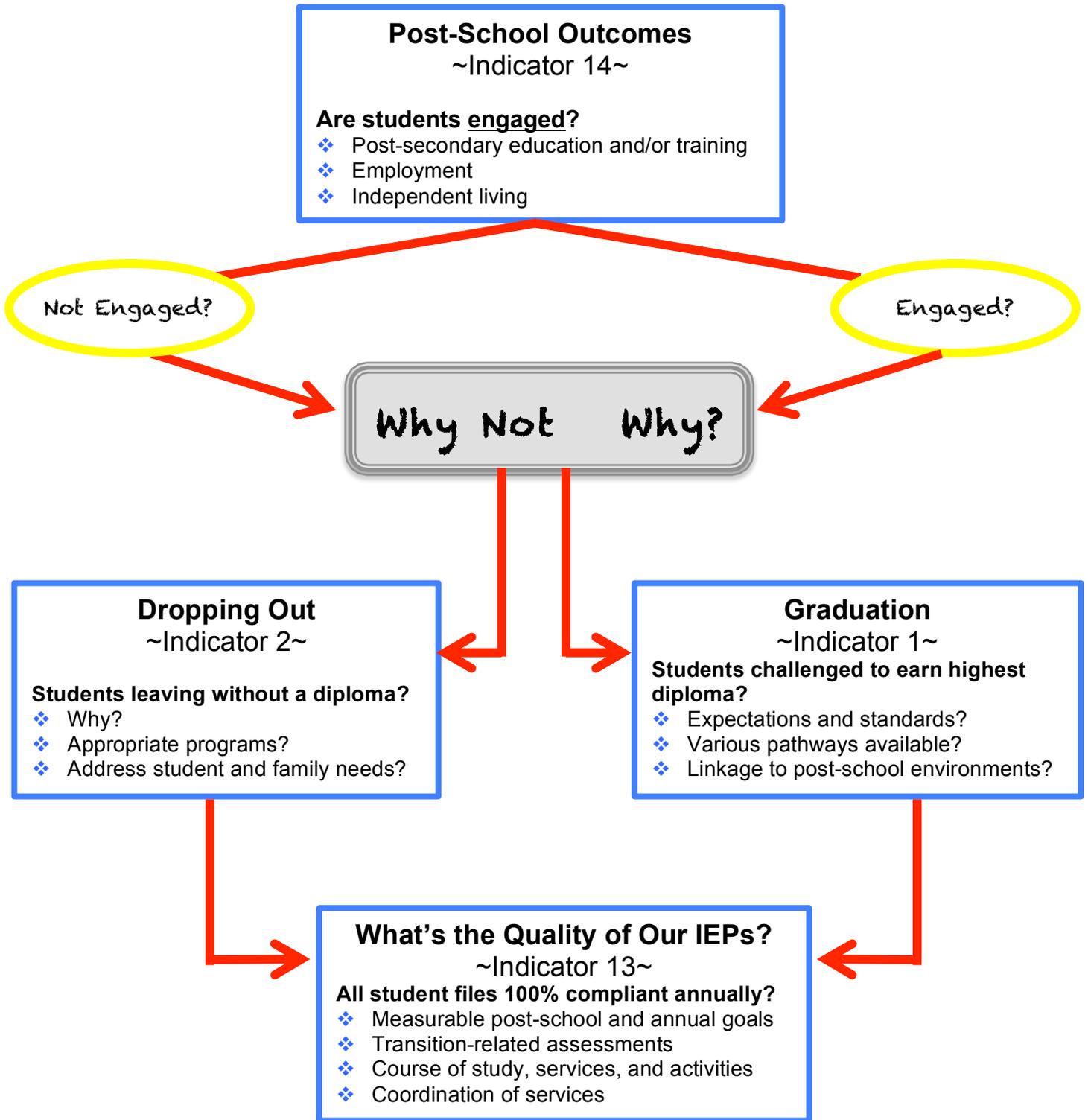
As districts review the new transition IEP page these eight standards must be considered. **In order to be compliant the answer should be "yes" to each of the following questions.**

**T
I
P
S**

1. Is there **evidence that the student was invited to the IEP team meeting** where transition services were discussed?
2. Is there evidence that the measurable post-secondary goal(s) were based on **age-appropriate transition assessment**?
3. Is there evidence that the student's **preferences, interests and needs** were considered as part of the IEP development?
4. Are there **appropriate measurable post-secondary goals** in the areas of education & training, employment, and as needed, independent living?
5. Are there **transition services** in the IEP that will reasonably enable the student to meet his/her post-secondary goal?
6. Do transition services **include courses of study** that will reasonably enable the student to meet his or her post-secondary goal(s)?
7. If appropriate, is **there evidence that a representative of any participating agency was invited to the IEP team meeting** with prior consent of the parent or student who has achieved the age of majority? List not applicable (NA) if the agency did not participate because of age or grade.
8. Is (are) there **annual IEP goals** related to the student's transition service needs?

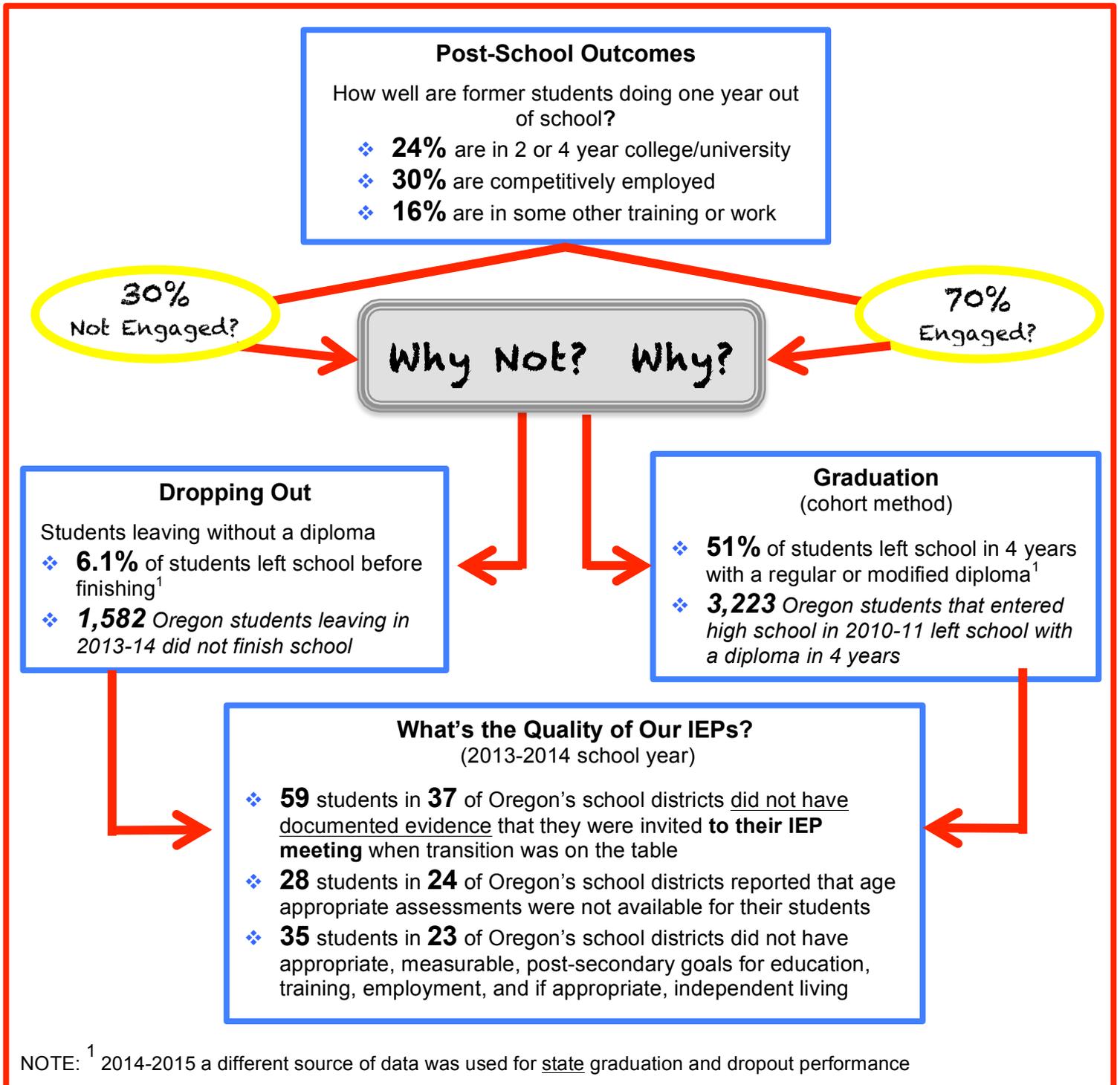
INDICATORS

Using Transition Indicators to Improve What We Do



How Did Oregon Do On Transition Indicators

A look at Oregon's statewide results for students with disabilities shows room for improvement in preparing students for life after secondary school. A form that districts can use to record district or building results is available online as a district resource at www.tcntransition.org.



PREDICTORS OF POST-SCHOOL SUCCESS

NSTTAC has identified 17 evidence-based predictors of post-school employment, education, and independent living success from correlational research. The checklist below is intended to provide a framework for implementing practices in school transition programs that are likely to lead to more positive post-school outcomes for students with disabilities.

Predictor	Description
Family Expectation	Include family planning and articulate expectation that their child will participate in post-secondary education and will be employed in the community after high school.
Inclusion in General Education	Access to general education classes and curriculum. Classes with non-disabled peers.
Independent Living Skills	Self-care and life skills required to live independently.
Social Skills	Behaviors, attitudes that focus on communication and collaboration.
Family Involvement	Parents/family/supportive adults are active, engaged participants in planning.
Student Support	Network of family, educators, and agencies that provide services to facilitate transition.
Career Awareness	Learn about opportunities, education and skills needed for a variety of careers.
Self-Advocacy/ Self-Determination	Ability to make choices, solve problems, set goals, evaluate options, and state goals.
Program of Study	Courses, experiences, and curriculum designed to develop student academic, functional skills.
Interagency Collaboration	Cross agency and program collaborative efforts to link youth/families to resources.
Transition Program	Contracts with agencies that moves students from school settings to adult life.
High School Diploma	Meet district graduation requirements for diplomas.
Community Experience	Activities that occur outside the school setting and supported by in-class instruction.
Occupational Courses	Career-Technical classes.
Vocational Education	Courses that focus on career development and preparation for specific careers.
Work Study	Paid or unpaid work experience and work skills instruction; integrated academic/work skills.
Paid Employment Work Experience	Participation in workplace. Can include job shadowing, internships or paid work experience.

PREDICTORS



Don't miss the predictors displayed throughout the Transition IEP Standards!



Evidence Based Practices that Support the Predictors of Post-School Success

The following table illustrates **evidence-based practices (EBP)** that support implementation of in-school predictors of post-school success. Column 1, Predictor, lists the name of the predictor identified through ongoing reviews of rigorous correlational research. Column 2, Related EBPs, lists examples of evidence-based practices that could be used to support implementation of the predictor.

PREDICTOR	RELATED TO EVIDENCED BASED PRACTICES	
	www.nsttac.org	www.transitionta.org
Family Expectation	<ul style="list-style-type: none"> ◆ Using Training Modules 	
Inclusion in General Education	<ul style="list-style-type: none"> ◆ Practices to teach academic skills: <ul style="list-style-type: none"> ■ Using Mnemonic Strategies ■ Using Peer-Assisted Instruction ■ Using Self-Management ■ Using Visual Displays ■ Using Technology-Based Interventions ■ Using the Self-Determined Learning Model of Instruction 	
Independent Living Skills	<ul style="list-style-type: none"> ◆ Practices to teach functional life skills (general) <ul style="list-style-type: none"> ■ Using Backward Chaining ■ Using Constant Time Delay ■ Using Forward Chaining ■ Using Progressive Time Delay ■ Using Self-Monitoring Instruction ■ Using Simultaneous Prompting ■ Using Least-to-Most or Most-to-Least Prompting Systems ■ Using Total Task Chaining 	
Social Skills	<ul style="list-style-type: none"> ◆ Practices to teach social skills: <ul style="list-style-type: none"> ■ Using Response Prompting ■ Using Self-Management ◆ Practices to teach communication skills: <ul style="list-style-type: none"> ■ Using Least-to-Most Prompting ■ Using Community-Based Instruction 	
Family Involvement	<ul style="list-style-type: none"> ◆ Using Training Modules 	
Student Support	<ul style="list-style-type: none"> ◆ Using Check & Connect ◆ Using Peer Assisted Instruction to teach academic skills 	
Career Awareness	<ul style="list-style-type: none"> ◆ Using Extended Career Planning Services after Graduation ◆ Using the Self-Determined Learning Model of Instruction 	
Self-Advocacy/Self-Determination	<ul style="list-style-type: none"> ◆ Using the Self-Determined Learning Model of Instruction ◆ Using Whose Future Is It? 	

PREDICTOR	RELATED TO EVIDENCED BASED PRACTICES
Program of Study	<ul style="list-style-type: none"> ◇ Currently NSTTAC does not list a specific evidence-based practice
Interagency Collaboration	<ul style="list-style-type: none"> ◇ Currently NSTTAC does not list a specific evidence-based practice
Transition Program	<ul style="list-style-type: none"> ◇ Currently NSTTAC does not list a specific evidence-based practice
High School Diploma Status	<ul style="list-style-type: none"> ◇ Practices to teach academic skills: <ul style="list-style-type: none"> ■ Using Mnemonic Strategies ■ Using Peer-Assisted Instruction ■ Using Self-Management ■ Using Visual Displays ■ Using Technology-Based Interventions
Community Experiences	<ul style="list-style-type: none"> ◇ Using Community-Based Instruction
Occupational Courses	<ul style="list-style-type: none"> ◇ Practices to teach academic skills: <ul style="list-style-type: none"> ■ Using Mnemonic Strategies ■ Using Peer-Assisted Instruction ■ Using Self-Management ■ Using Visual Displays ■ Using Technology-Based Interventions
Vocational Education	<ul style="list-style-type: none"> ◇ Practices to teach academic skills: <ul style="list-style-type: none"> ■ Using Mnemonic Strategies ■ Using Peer Assisted Instruction ■ Using Self-Management ■ Using Visual Displays ■ Using Technology Based Interventions ◇ Practices to teach social skills: <ul style="list-style-type: none"> ■ Using Response Prompting ■ Using Self-Management ■ Using Simulations
Work Study	<ul style="list-style-type: none"> ◇ Currently NSTTAC does not list a specific evidence-based practice
Paid Employment/Work Experience	<ul style="list-style-type: none"> ◇ Using Community-Based Instruction to teach employment skills and safety skills (transportation) ◇ Using Response Prompting to teach employment skills ◇ Using Mnemonic Strategies to teach job application completion ◇ Practices to teach specific job skills: <ul style="list-style-type: none"> ■ Using Computer-Assisted Instruction ■ Using Constant Time Delay ■ Using Self-Management

National Secondary Transition Technical Assistance Center, Charlotte, NC and the National Post-School Outcomes Center, Eugene, Oregon, January 2014
 (http://nstattac.org/sites/default/files/assets/pdf/pdf/ebps/PredictorsInOutOfSchool_Jan2013.pdf)

NEW IEP TRANSITION Page

- 1 Invite the student to the IEP meeting

TRANSITION PLANNING

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include:

7

- 2 **Results of age-appropriate transition assessments, including student's preferences, interests, needs and strengths (PINS)**

- 3 **Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments**

Training

Education

Employment

Independent living skills (where appropriate)

- 4 **Transition Services/Activities:** Transition Services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

- 5 **Course of Study:** (designed to assist the student in reaching the post-secondary goals)

- 6 **Agency Participation:** To the extent appropriate, with consent of the parents or adult student, the school district must invite a representative of any participating agency likely to be responsible for providing or paying for transition services.

KEY

1. Student Invited to the IEP *
 - Requires Documentation
2. Age Appropriate Transition Assessment
 - Requires Documentation
3. Write Measurable Post-secondary Goals *
 - Education and Training
 - Employment
 - Independent Living
4. Identify Transition Services
5. Write the Course of Study
6. Coordinate Services with Representative of Agency that provides post-school transition support invited to the IEP
 - Requires Documentation
7. Write Annual IEP Goals directly related to post-secondary goals
8. Procedural Safeguards *
9. Transfer of Rights *

*These IEP transition standards were four of the five least compliant.

PROCEDURAL SAFEGUARD NOTIFICATION

If student is of transition age, he/she was provided the special education procedural safeguards in his/her native language or other mode of communication

YES ___ NO ___ N/A ___

8

Transfer of Rights

The student and parent were informed of his/her rights under Part B of IDEA that will transfer to the student at the age of majority:

- YES
 Date student was informed: _____
 Date anticipated transfer will occur: _____

The district must also provide written notice of the transfer of rights to the student and the parent when the student reaches the age of majority.

9

Graduation

Anticipated Graduation Date: _____

- With Regular Diploma
 With Modified Diploma
 With Extended Diploma
 With Alternative Certificate

Form 581-5138b-P
10/2014: Oregon Standard IEP

IDEA requires that the school district invite the student with a disability to attend his or her IEP meeting if the purpose of the meeting will be the consideration of the post-secondary goals for the student and the transition services needed to assist the student in reaching those goals.

Transition planning is about the student's movement from high school to post-school life. It is based on the student's plans for the future. The student may need preparation and practice in participating in the IEP meeting. The needs and desires of the student and family are the core of the planning process, therefore the student's input is essential.

- ◇ Student input provided indirectly based on a questionnaire or survey,
- ◇ Reluctant participant (avoids conversation or responds only to direct questions).
- ◇ Student input provided directly by computer or electronic device.
- ◇ Self-advocate (practices self-advocacy skills).
- ◇ Leader (demonstrates leadership skills in the IEP).

When the student was invited but did not attend the IEP Team meeting the school district must take other steps to ensure that the student's preferences and interests are considered.

Student Behaviors Associated with Post-School Employment and Education

- Strengths/Limitations:** Able to express and describe personal strengths and limitations; assistance needs
- Disability Awareness:** Ability to describe disability and accommodation needs.
- Persistence:** Ability to work toward goal until it is accomplished or after facing adversity
- Interaction with others:** Ability to maintain friendships; work collaboratively with small groups, or teams
- Goal Setting:** Able to understand importance of setting goals; set post-school goals that match interests
- Employment:** Ability to express desire to work, demonstrate job readiness, complete training, get a job
- Student involvement in IEP:** Discuss goals with IEP team & actively lead the IEP

Source: Transition Education Fast Facts, Council for Exceptional Children (2013)



Student Participation in the IEP

Self-Advocacy is understanding your strengths and needs, identifying your personal goals, knowing your legal rights and responsibilities, and communicating these to others.



Employ Self-Advocacy strategies to prepare students to participate actively in the IEP.



- **Inventory your strengths**—areas to improve or learn, goals and choices for learning, or needed accommodations. Students complete an inventory sheet they can use at the IEP meetings.
- **Provide inventory information**—use inventory, portfolio, presentation video, etc.
- **Listen and respond**—learn the proper times to listen and respond.
- **Ask questions**—teach students to ask questions when they don't understand something.
- **State your goals**—students list the goals they would like to see in their IEP.
- Use the IEP as an opportunity to develop self-advocacy and leadership skills.

Self Determination is the ability to make choices, solve problems, set goals, evaluate options, take initiative to reach one's goals, and accept consequences of one's actions

Characteristics of Self-Determined People

- Awareness of personal preferences, interests, strengths and limitations.
- Have the ability to identify wants and needs.
- Make choices based on preferences, interests, wants and needs.
- Ability to consider a variety of options and anticipate consequences for their decisions.
- Ability to evaluate decisions based on the outcomes of previous decisions and revise future decisions accordingly.
- Ability to set goals and work towards them.
- Problem solving skills.
- Striving for independence while recognizing interdependence with others.
- Self-advocacy skills.
- Independent performance skills and ability to adjust performance.
- Persistence.
- Ability to assume responsibility for actions and decisions.
- Self confidence.



Source: Field, S., Martin, J., Miller, R., Ward, M., & Wehmeyer, M. (1998). *A Practical Guide for Teaching Self-Determination*, Reston, VA: Council for Exceptional Children

TIPS

There are four ways students can be involved in the IEP process:

1. Planning the IEP includes laying the foundation for the meeting by identifying strengths, needs, establishing goals, considering options and preparing resources to use at the IEP meeting.
2. Drafting the IEP provides practice in **self-advocacy skills** - includes having students write a draft of their IEP that reflects their strengths and needs as well as interests and preferences.
3. Participating in the IEP Meeting: Demonstrate self-advocacy skills. Student has the opportunity to share interests, preferences and needs as well as participate in the process of developing the transition plan.
4. Leading the IEP: Student has the opportunity to demonstrate self-advocacy and leadership skills.
5. Implementing the IEP: Evaluate their own progress toward achieving goals.

PREFERENCES, INTERESTS, NEEDS & STRENGTHS (PINS)

Age-appropriate transition assessments are defined as an ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future work, education, living, and personal and social environments (Council for Exceptional Children).

Assessment data from the age appropriate transition assessments serve as the common thread in the transition process and form the basis for defining goals and services to be included in the IEP. The present levels of academic achievement and functional performance must include the student’s **preferences, needs, interests** and the results of **age-appropriate transition assessment**.

Transition assessments may be paper and pencil tests, structured student and family interviews, community or work-based assessments (situational) and curriculum-based assessments.

These assessments or procedures come in two general formats – **formal and informal**.

Formal measures include adaptive behavior and independent living assessments, aptitude tests, interest assessments, intelligence tests, achievement tests, personality or preference tests, career development measures, on the job or training evaluations, and measures of self-determination.

Informal measures may include interviews or questionnaires, direct observations, anecdotal records, environmental or situational analysis, curriculum-based assessments, interest inventories, preference assessments, and transition planning inventories.

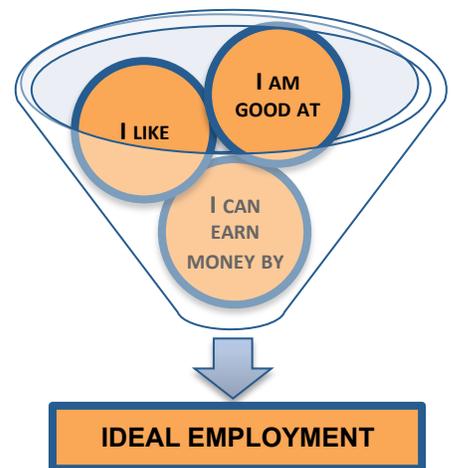
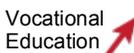
Formal

- Achievements Tests
- Adaptive Behavior and Independent Living
- Aptitude Tests
- Interest Inventories
- Intelligence Tests
- Personality or Preference Tests
- Career Development Measures
- Self-Determination Assessments



Informal

- Curriculum-Based Assessments
- School Performance Measures
- On the Job or Training Evaluations
- Career Planning Resources
- Observations
- Student Interviews





Age Appropriate Transition Assessments and the student's **Preferences, Interests, Needs and Strengths** are the base of transition planning and goal setting.

Assessments should lead to self-discovery

Considerations for choosing career / vocational assessments:

- Is it easy for the student to use?
- Is it age/grade appropriate?
- Can students relate to the language?
- Does it stereotype career choices?
- Is it easy to read and interpret? (Does it assess interests or reading skills?)
- Does it provide feedback that leads to reflection?
- Does it enhance insights?
- Does it reflect the current and emerging job market?

Some of the Most Common and Easily Accessed FREE Resources for Oregon Youth

Access Curriculum www.accesscurriculum.com/home.html	Casey Life Skills (Rates life skills) www.caseylifeskills.org
Oregon Employment Department www.oregon.gov/employ/pages/default.aspx	Bureau of Labor Statistics have resources for students. www.bls.gov/k12/
Oregon Youth Transition Program http://www.ytporegon.org/about-ytp	Oregon Council on Developmental Disabilities www.ocdd.org/
Incight (employment for people with disabilities) http://incight.org/employment	Skills to Pay the Bills www.dol.gov/odep/topics/youth/softskills/
Individualized Learning Plans www.ncwd-youth.info	National Career Information resources O'NET (a National databank of career information) www.onetonline.org www.mynextmove.org
Drive of Your Life (Online career exploration game for middle school and high school students to learn about themselves and their future.) www.driveofyourlife.org	The AIR Self-Determination Assessment http://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment.html



Talk with your **Transition Network Facilitator** to learn about their Curriculum and Assessment Toolkits (see page 37)



For additional assessments, descriptions and costs, please visit www.tcntransition.org

ASSESSMENT EXAMPLE

Transition Assessment and Goal Generator (TAGG)

Purpose of the TAGG

To identify students' strengths and needs and produce annual transition goals referenced to common core standards IEP teams may use for transition planning.

Intended Users

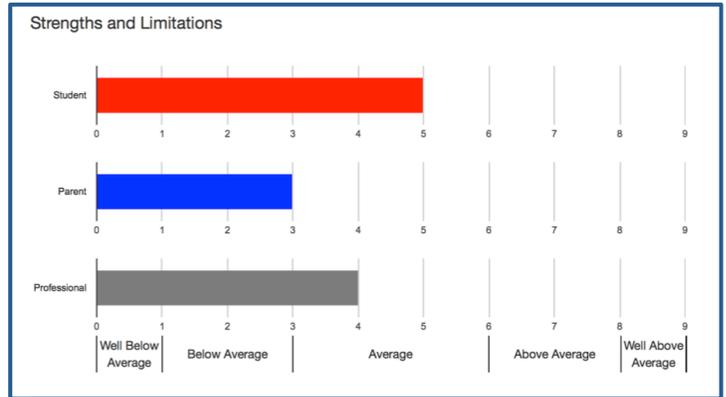
Secondary-aged students with mild to moderate disabilities who plan to attend post-secondary education and/or become competitively employed, their parents or guardians, and related special education professionals.

Multiple Versions and Reading Level

Each assessment set contains three components: TAGG-P (Professional), TAGG-S (Student), and TAGG-F (Family). Reading grade levels for the TAGG versions are TAGG-S 4.8, TAGG-F 5.7, and TAGG-P 10.4. Completing two or more versions allows the IEP team to note differences in student behavior in school as well as the home or other settings. Additionally, including the student version as part of the transition assessment promotes the student voice and increases student engagement in the transition planning process.

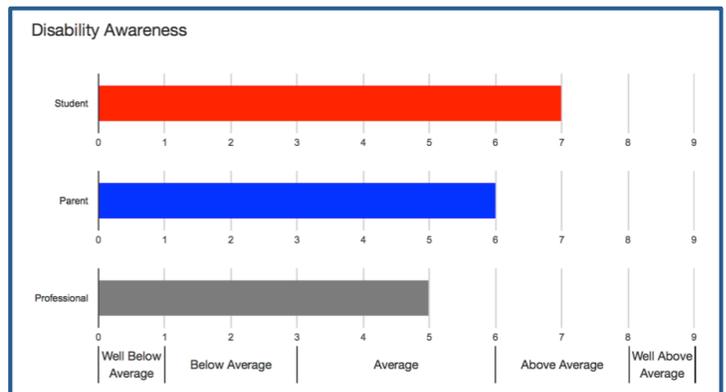
Source and Development of the TAGG

TAGG versions include 34 items across 8 constructs identified from transition education research associated with post high school employment and further education of former students with mild to moderate disabilities.



Availability and Cost

Download the TAGG: zarrowcenter.ou.edu/tagg/
Cost: \$3.00 **per set** of TAGG-P, TAGG-F, and TAGG-S. *Contact your TNF for information on a free trial for your district (see page 37).*



Validity Evidence

Content. Items based on research that identified nonacademic student behaviors.

Structure. Factor structure established, then verified across three years of independent samples.

Stability. Test-retest found strong correlations of .80, .70, and .70 for the TAGG-P, F, and S, respectively.

Internal Consistency. Cronbach's coefficient alpha for the 3 versions ranged from .89 to .95.

Agreement Across Versions. Medium correlations across the three versions

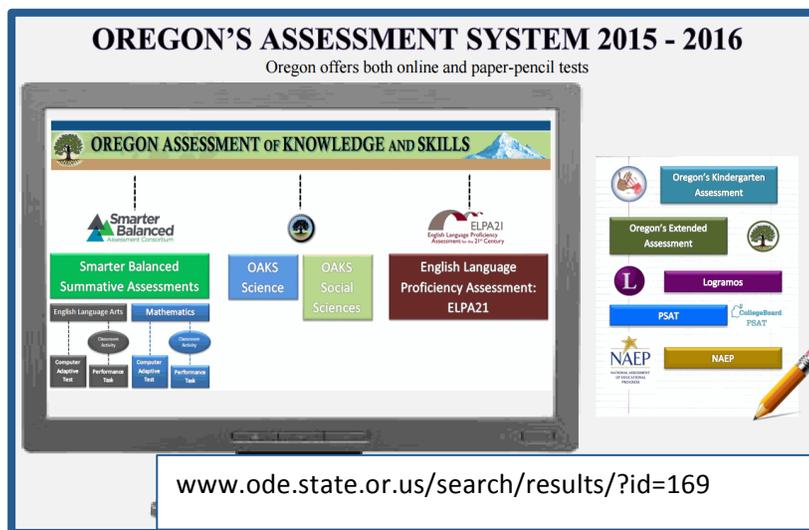
Bias. No overall difference by Social-Economic factors. The TAGG-P does not differ by gender, but the TAGG-F and S have differences with a few constructs by gender. No relation between TAGG scores, GPA, and percent of time in general education classes.

TAGG development supported by a grant from the U. S. Dept. of Education, Institute of Education Sciences, National Center for Special Education Research and funds provided by the OU Zarrow Center

Oregon Extended Assessment Decision-Making Guidance

Starting September, 2015¹, Oregon Individual Education Plan (IEP) teams will be required to select the Oregon's Extended Assessment as the *only* option for all subject areas assessed. Students who participate in Oregon's Extended Assessment **will not** participate in Oregon's general assessments. This reflects a significant change from previous policy which permitted a student to participate in either test or both. This change in criteria is intended to take into account the pervasive nature of a *significant* cognitive disability and allows the state's assessment models to appropriately measure the student populations they were designed to measure.

- Students with the most significant cognitive disabilities are typically characterized by significantly below average general cognitive functioning.
- Commonly includes a student with intelligence test scores two or more standard deviations below the mean on a standardized individually administered intelligence test, occurring with commensurate deficits in adaptive behavior that are frequently also evident in early childhood.
- The cognitive disability must significantly impact the child's educational performance and ability to generalize learning from one setting to another.
- Students with the most significant cognitive disabilities in general, require highly specialized education and/or social, psychological, and medical services to access an educational program.
- These students may also rely on adults for personal care and have medical conditions that require physical/verbal supports, and assistive technology devices.
- These intensive and on-going supports and services are typically provided directly by educators and are delivered across all educational settings.
- See flow chart on the next page.



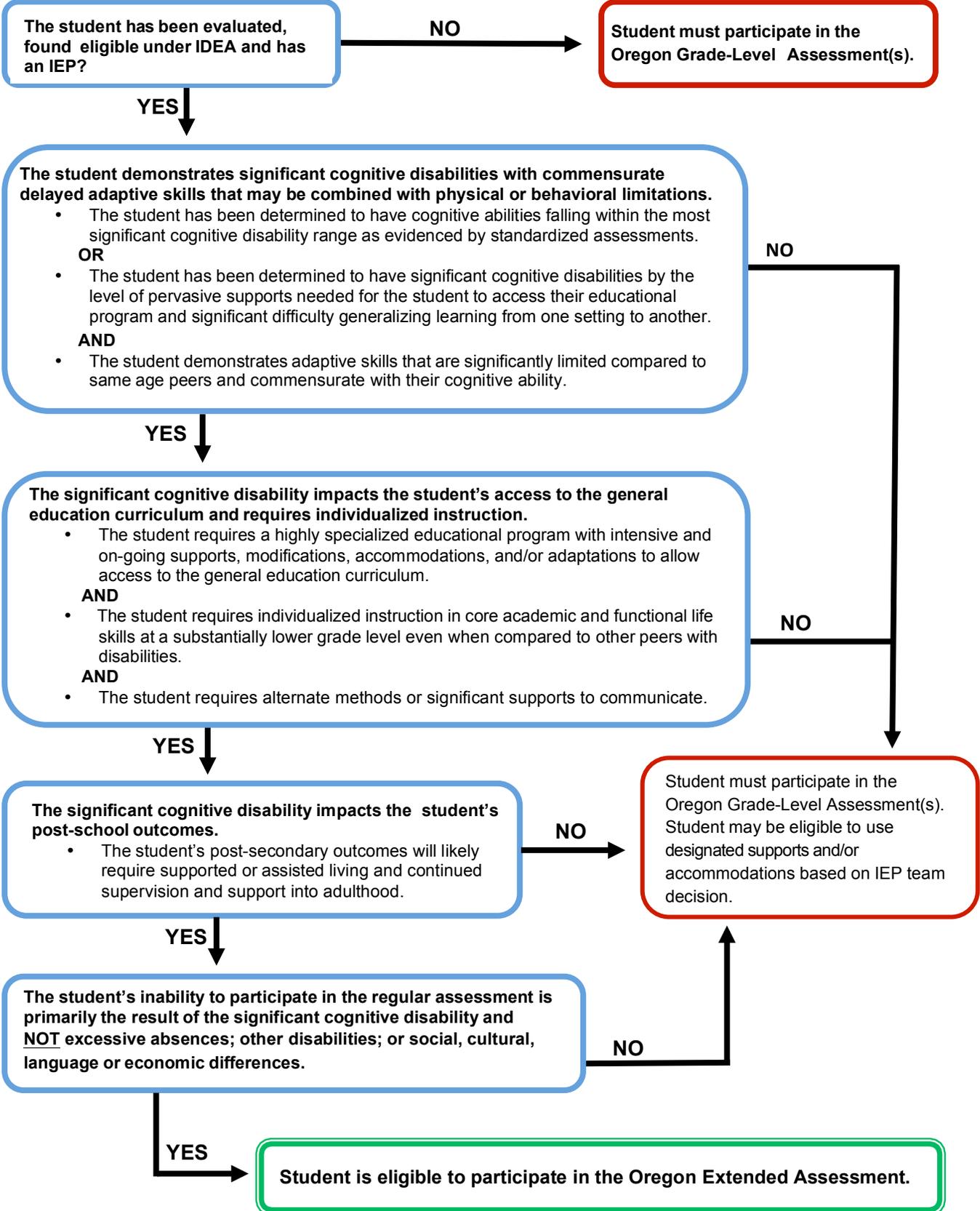
For more information:

The Regional ESD partner should be your first contact for all assessment and accountability related support including: OAKS Online, ELPA21, Smarter Balanced, test administration, Braille, test record management, Achievement Data Insight validation site, and the following data collections: Assessment Collections (including Kindergarten Assessment), Cumulative ADM, Staff Position and the Supplemental Report Card Data Collection.

- ☑ **Contacts:** www.ode.state.or.us/wma/teachlearn/testing/oaks/esdpartners.pdf
- ☑ **AA Update** (e-newsletter) sign-up at www.ode.state.or.us/search/page/?=1312
- ☑ **District Test Coordinator**

¹ This change will be finalized the end of September 2015

Oregon Extended Assessment Decision-Making Flow Chart



PERSON CENTERED PLANNING EXAMPLE

One Page Profile Form

Use a one-page profile tool to communicate and share a student's gifts and strengths with teachers, employers, caregivers, and others that interact with the student. Check out FACT's website (<http://factoregon.org/resources/person-centered-plan-samples/>) for examples of profiles.

The form is a rectangular template with a blue border and a light blue background. It is divided into several sections:

- Student's Name:** A large, dark blue box at the top right.
- Photo of Student:** A white box with a decorative border on the top left.
- Student's vision:** A dark blue box below the name.
- Strategies:** A white box with a blue border in the middle, containing the text "Strategies which work best & which don't".
- Long-term goals:** A white box on the left side.
- Strengths, Skills, & Interests:** A large grey box on the right side, tilted slightly.
- Bottom Section:** A white box with a blue border at the bottom left, containing a list of items to include.



Look online at www.tcntransition.org for one-page profiles for Allison, Alex & Rolanda.

A post-secondary goal (PSG) refers to those goals that a student hopes to achieve **after leaving secondary school**. All students who have an IEP in effect the year the student turns 16 or younger, if determined appropriate by the IEP team, must have PSGs. The PSG must be based upon age-appropriate transition assessments. A measurable post-secondary goal provides an outcome, not just a process for the student and it must be able to be counted, tabulated or observed. There must be at least two goals for all students: one for employment and one for education or training. Some students, based on assessment information, may require a goal for independent living.

WHAT IS REQUIRED?

- ⚠ The IEP Team writes the PSGs based on age appropriate transition assessment and the student’s preferences, interests, needs, and strengths.
- ⚠ The IEP team must consider goals in four areas: education, training, employment, and independent living skills, when appropriate.
- ⚠ The PSGs must be developed annually at the student’s IEP meeting.

Examples:

- PSG must be written for education or training. Post-secondary goals for Education or 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

Inclusion
in General
Education


 - Short-term educational or employment training program (i.e. Job Corps)
 - High school completion document (i.e. GED)
 - AmeriCorps

- A PSG must be written for employment. Post-secondary goals for Employment may include such options as:
 - Competitive employment
 - Military
 - Self-employed

Career
Awareness


 - 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

Community
Experience


 - Meal preparation
 - Transportation
 - Recreation

InterAgency
Collaboration




Appropriate & Measurable Post-Secondary Goals

Goals will change as students gain skills, opportunities, training and work experience. They should change from general to specific as students grow and mature. Remember words like “hopes to, plans to” are not measurable.

Education and Training Goals

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 or more post-secondary goals addressing those areas.

What should measurable post-secondary goals look like?

Consider this formula to state the goal: <Time>, I will <Goal Behavior> at/by <Where &/or How>

Sample goal: After high school I will enroll in two classes at my local community college

Examples of the behaviors that could go into PSGs

Post-secondary Education or Training	Employment	Independent Living
Behaviors <ul style="list-style-type: none"> ☞ Enroll at a college or university ☞ Earn an occupational certificate ☞ Enroll in vocational training (beauty school, pet grooming, trucking school) ☞ Enter the military for training in.... ☞ Enter an apprenticeship ☞ Complete on-the-job-training ☞ Enroll in adult education 	Behaviors <ul style="list-style-type: none"> ☞ Get a competitive job – work full time / part time ☞ Get a job that is integrated competitive employment ☞ Start a business – Entrepreneurship ☞ Do volunteer work in the community 	Behaviors <ul style="list-style-type: none"> ☞ Live independently ☞ Live with family, roommates ☞ Live independently with supportive services ☞ Live in group home ☞ Manage finances, household ☞ Access community – independently ☞ Use public transportation

T
I
P
S

Ask yourself these questions

- Does it happen after exiting school system?
- Is there an education goal?
- Is there a training goal?
- Is there an employment goal?
- Are there independent living skills goals?
- Are all of the goals measurable?

Transition services begin no later than the first IEP to be in effect the year the student turns 16, or younger if determined by the IEP Team. Every student is unique and will require individualized transition services. Districts are required to list transition services that will support students in achieving their post-secondary goals.



IDEA defines the services as

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

Instruction

Educational instruction that will be provided to the student to build the skills necessary to reach their post-secondary goals.



Related Services

These are the services needed for students to access integrated work, education and living environments. They may include occupational and physical therapy, speech therapy, rehabilitative counseling services, and other professional supports.

Community Experiences

A variety of activities and experiences that are provided outside the school building. These might include community resources utilized as part of the student's school program, whether during school hours or after school hours, to achieve the stated outcome(s) of community integration.



Development of Employment and Other Post-school Adult Living Objectives

This area focuses on the development of work-related behaviors, job seeking, career exploration and actual employment (i.e., career planning, job shadowing, job training)



Acquisition of Daily Living Skills

Daily living skills are the skills involved in caring for oneself on a daily basis (i.e., dressing, hygiene, household chores, shopping, and managing finances) and an important component of independent living.

Functional Vocational Assessment

An additional assessment process if the regular vocational assessment has not provided enough information to make a vocational program decision. Additional assessment activities (i.e., situational assessments, community-based assessments, assistive technology evaluations) can be performed to get more information about the student's needs, preferences, and interests.





Transition Services

The coordinated set of transition services delineates the activities to assist the student in achieving the post-secondary goals. The IEP Team should identify the gaps between the skills the student has and those he or she needs to reach their goals, then select strategies to develop those necessary skills. Services are **coordinated** when there is a link between each of the activities and when the school, family, and any outside agencies are connected to ensure the smooth provision of services. The coordinated activities must be based on a student's preferences, interests, needs and strengths.

Evidence-Based Best practices tell us:

- It is recommended that there should be at least one transition service listed that corresponds or connects to each post-secondary goal; and
- Transition services include documented academic and functional activities, supports and services.

When thinking about Transition Services.....What skill does the student need?

Education or Training	Employment	Independent Living
<ul style="list-style-type: none"> ➤ Instructional support of guided notes for lessons ➤ Instructional support for organization and study skills ➤ Audio-taped texts for English ➤ Extended time on tests ➤ Self-advocacy skills instruction ➤ Computer skills (word-processing, data entry) instruction ➤ Speech language services to increase oral language fluency ➤ Participation in the adapted academic and functional curriculum ➤ Visit Community College including a visit to the disability services office ➤ Apply for possible college financial aid ➤ Vocational rehabilitation referral to determine eligibility for tuition assistance 	<ul style="list-style-type: none"> ➤ Job shadow experiences ➤ Part time employment related to student's goals ➤ Work hours (for credit) in the school district business department ➤ After school paid work experience in a business office ➤ Occupational therapy for use of assistive technology ➤ Work related social skills instruction 	<ul style="list-style-type: none"> ➤ Interview with adult agency staff regarding possible future needs ➤ Voter registration ➤ Community-based vocational training ➤ Community-based independent and community living instruction ➤ Visits to recreational agencies/facilities in the community ➤ Meeting with SSI representative to determine possible financial benefits ➤ Self-care skill instruction ➤ Evaluation for determination of devices to increase independence in home and center-based environment ➤ Personal banking instruction

TRANSITION IEP STANDARD COURSE OF STUDY

What classes or activities include skills that will support this student's post-secondary goals?

The course of study is a multi-year description of coursework and activities from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goals.

Inclusion
in General
Education



- ❑ Course of study is not the coursework required to attain a specific high school diploma
- ❑ The courses of study must **align** with the post-secondary goals.
- ❑ Course of study must be **reviewed annually**.

Community
Experience

Review the course of study to ensure it:

Program of
Study

- ❑ Reflects an educational program and plan that specifies all courses, educational experiences, and activities from the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team.
- ❑ Reflects the planning that relates to the student achieving their desired measurable post-secondary goals and helps them make a successful transition to post-school adult life.
- ❑ Reflects multiple years of classes and educational experiences, not just one year.

Occupational
Courses

Vocational
Education

T
I
P
S

- ❖ Think of course of study as a path way for student to gain skills in order to achieve their PSGs.
- ❖ Ask what classes or activities include skills that will support this student's PSGs?



Course of Study

The course of study defines **the multi-year set of classes or activities** on a pathway to secondary goals that begins in middle school and culminates the last year in school.

If the Post-secondary **Education Goal** is to enroll at a college or university, the post-secondary institution entrance requirements influence the course of study. The course of study may also **include extracurricular activities** that relate to post-secondary goals (yearbook, school newspaper, athletics, etc.).

EXAMPLE:

Grade 9	Grade 10	Grade 11	Grade 12
English I Social Science (geography) Math (Algebra I) Science (Biology) PE Elective	English II Math (Intermediary Algebra) Health Spanish I Science (Phys Science) Elective	English III Social Science (American Govt) Math (Geometry) Spanish II Elective	English IV Art History Science (chemistry) Social Science (History) Elective Elective

If the Post-secondary **Employment Goal** is to gain competitive employment in a specific field, the job requirements influence the course of study.

EXAMPLE:

Grade 9	Grade 10	Grade 11	Grade 12
Core Classes Health PE	Core Classes Career Exploration Work Study I	Core Classes Work Study II Community Living Computer Applications I	Core Classes Business Math Computer Applications II Work Experience

For students in a **transition program for students 18-21**, the course of study should include activities that support the student's post-secondary goals.

EXAMPLE:

Functional Academics	Domestic Domain	Community Domain	Vocational Domain
Math English / Language Arts Listening / Speaking	Grooming / Hygiene Personal Safety Life Skills	Social Behavior Community Resources Recreation and Leisure Communication Skills	Career Exploration Work Related Training Future Living Working

CASE EXAMPLES

In the Transition Resource Booklets for the past two years readers have been introduced to materials on three students, based on original information posted on the NSTTAC website. Materials using the three students, **Allison**, **Alex**, and **Rolanda** include case study information and various examples showing how districts might develop Post-secondary Goals, Transition Services and Course of Study using Oregon requirements and forms.

The students:

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



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

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.



The following three pages of Transition Planning summarize what might be on the IEP for each of these students in three areas:

- ✓ the post-secondary goals,
- ✓ transition services,
- ✓ the course of study

Please look at the online materials from the other booklets for more detailed examples of:



- Case history information
- Transition Planning
- Age-appropriate transition assessments
- IEP discussion starters (planning, academic skills, and functional skills for IEP team to consider)
- Appropriate, measureable post-secondary goals for education, training, employment and independent living
- Summary of Performance to take with student on leaving school
- Person Centered Plan

The additional online resources are posted at ODE www.ode.state.or.us/search/results/?id=266



and on TCN website www.tcntransition.org

Transition Planning Example

Allison is a College Bound Student



Post-Secondary Goals

	Education or Training	Employment	Independent Living
Post-Secondary Goals	After graduation from high school, Allison will attend Eastern Oregon University and take coursework leading to a major in the area of child development.	After graduation from college, Allison will become an early childhood education teacher in Pendleton School District.	Upon entrance to Eastern Oregon University, Allison will access EOU Disability Services for assistance in note-taking and study partners.

Transition Services

	Education or Training	Employment	Independent Living
Transition Services	<ul style="list-style-type: none"> ▪ Instructional support of guided notes for lessons ▪ Instructional support for organization and study skills ▪ Audio-taped texts for English 12 ▪ Extended time on tests in English, Algebra II and Advanced Biology ▪ Visit Eastern Oregon University, including a tour through the admissions department and the disability services office 	<ul style="list-style-type: none"> ▪ Job shadow experiences with children ▪ Part time employment in a position related to working with children ▪ Vocational Rehabilitation referral to determine eligibility for tuition assistance ▪ Apply for college and disability support service, no later than December 	

Course of Study

	Education or Training	Employment	Independent Living
Courses of Study	<p>For Allison's upcoming 12th grade year the courses listed include:</p> <ul style="list-style-type: none"> • Psychology • English • Algebra II • Physical Education • Advanced Biology 	<ul style="list-style-type: none"> • Cooperative Work Experience • Child Development 	<ul style="list-style-type: none"> • Band • Financial Management • Study Skills

Transition Planning Example

Alex is a Trade School / Employment Bound Student



Post-Secondary Goals

	Education or Training	Employment	Independent Living
Post-Secondary Goals	After graduation from high school, Alex will enroll at ITT (a technical school) and take a business math class to improve his work related math skills and to advance his career in business.	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 a local office supply store with temporary supports provided through Vocational Rehabilitation.	Upon completion of high school, with the assistance of the Springfield OVRs Office, Alex will improve communication skills with supervisors as indicated by job evaluations.

Transition Services

	Education or Training	Employment	Independent Living
Transition Services	<ul style="list-style-type: none"> ▪ Self-advocacy skills instruction ▪ Personal banking instruction ▪ Work related social skills instruction ▪ Computer skills (word-processing, data entry) instruction ▪ Speech language services to increase oral language fluency 	<ul style="list-style-type: none"> ▪ Work hours (for credit) in the school district business department ▪ After-school paid work experience in the business office of Office Depot 	<ul style="list-style-type: none"> ▪ Interview with adult agency staff regarding possible future needs (self-advocacy support, tax form completion assistance, transportation services) ▪ Voter registration

Course of Study

	Education or Training	Employment	Independent Living
Courses of Study	<p>This year</p> <ul style="list-style-type: none"> • Work Study • Computer Applications • Business Math <p>Next year</p> <ul style="list-style-type: none"> • Work Study • Business Math • Computer Applications 	<p>This year</p> <ul style="list-style-type: none"> • Work Experience in local business <p>Next year</p> <ul style="list-style-type: none"> • Work Experience in local business • Business Math 	<p>This year</p> <ul style="list-style-type: none"> • Community Living • Speech • Community Resources <p>Next year</p> <ul style="list-style-type: none"> • Community Living • Speech • Community Resources

Transition Planning Example

Rolanda is a student who has Significant Support Needs Preparing for Independent Living



Post-Secondary Goals

	Education or Training	Employment	Independent Living
Post-Secondary Goals	After graduation, Rolanda will participate in an in-home or center-based program designed to provide rehabilitative and vocational training with medical and therapeutic supports.	Immediately after graduation, Rolanda will receive job development services from Vocational Rehabilitation or a community rehabilitation program. She will participate in technologically supported self-employment or volunteer work within 1 year of graduation.	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, the entertainment store at the mall.

Transition Services

	Education or Training	Employment	Independent Living
Transition Services	<ul style="list-style-type: none"> ▪ Participation in the adapted academic and functional curriculum ▪ Self-care skill instruction 	<ul style="list-style-type: none"> ▪ Speech therapy services for training in use of augmentative communication device ▪ Occupational therapy for use of assistive technology ▪ Evaluation for determination of devices to increase independence in-home and center-based environment ▪ Physical therapy to maintain and improve strength and flexibility 	<ul style="list-style-type: none"> ▪ Community-based independent and community living instruction to increase Rolanda's ability to access community environments ▪ Visits to recreational agencies/facilities in the community ▪ Leisure and recreational interest survey through student response to different leisure opportunities in the community ▪ Meeting with SSI representative to determine possible financial benefits

Course of Study

	Education or Training	Employment	Independent Living
Courses of Study	<p>This year</p> <ul style="list-style-type: none"> • Functional Reading • Communication <p>Next year</p> <ul style="list-style-type: none"> • Functional Reading • Communication 	<p>This year</p> <ul style="list-style-type: none"> • Occupational Skills • Time Management <p>Next year</p> <ul style="list-style-type: none"> • Occupational Skills • Community Resources 	<p>This year</p> <ul style="list-style-type: none"> • Healthy Living • Recreation/Leisure • Safety in Community <p>Next year</p> <ul style="list-style-type: none"> • Recreation/Leisure • Healthy Living

Participating Agencies should be invited to the IEP team meeting with the prior consent of the parent (or student who has reached the age of majority). When a representative of a participating agency that is likely to be responsible for providing or paying for transition services is identified, **they should be invited to the first IEP meeting where transition services will be discussed.**

As VR, ODDs and ODE work to improve policies and systems for employment outcomes for students at the state level, schools are working to improve relationships with community partner agencies to ensure these agencies become an integral part of the transition IEP process for the students planning to access services after school. For more information contact your local Transition Network Facilitator.

Linking youth to agencies while in school make connections easier.

T I P S

Guidance from ODE for Agency Attendance

- An IEP Team should decide which students on their caseload should have agencies represented at their IEP.
- Call parents to obtain required parental consent before inviting representatives from other participating agencies to attend an IEP Team meeting. The representatives of these agencies **cannot** access all the student's records unless the parent gives consent for such a disclosure.
- Schedule IEP meetings with other agency representatives early in the year. Agency representatives have full schedules and may not be able to attend meetings with a short notice.
- If you do not have an established relationship with your local VR counselor or other agency representative, contact your TNF for help in this area.

Confidentiality. Getting parental permission to attend the IEP meeting was included in IDEA 2004 specifically to address issues related to the confidentiality of information. *A public agency should be required to obtain parental consent before inviting representatives from other participating agencies to attend an IEP Team meeting. The representatives of these agencies should not have access to all the student's records unless the parent gives consent for such a disclosure.*

Participating agency failure to meet transition objectives. If a participating agency, other than the public agency, fails to provide the transition services described in the IEP, the school district must reconvene the IEP Team to **identify alternative strategies** to meet the transition objectives for the student set out in the IEP. This does not mean that the school district must provide the identical services written on the IEP; it means the IEP Team must reconvene to identify alternative strategies to meet the transition objectives.



Invite Representatives: Interagency Collaboration



What agencies should the school district invite to an individual student's IEP meeting? How much time will another agency need to prepare for an IEP meeting? Should you invite more than one agency to an IEP meeting? Where can I find the names of people to contact in each agency? These questions may be addressed in the following activities:



- Work with TNF's for ideas, resources, and learn which relationships they have made with community partners

- With parent and/or student permission, invite agencies in advance of the IEP meeting



- Hold transition fairs. Contact your Transition Network Facilitator for ideas and regional resources

- Create community resource maps and information for students and parents to navigate transition.



- Learn about adult agencies services and eligibility and gather materials to share with students and families

- Take advantage of cross-training opportunities between agencies



- School districts consider development of procedures for problem solving to address the needs of students with disabilities, and barriers they may face during the transition process

- Develop a systematic way to invite agencies that the student would possibly access after high school

- Learn from community partners: what does student or parent need to do to ready for the post-school environment? For Community College? Trade school? Local businesses?



- Get involved with local Employment First programs

Learn about the local agencies/partners that provide transition services after high school

Education or Training	Employment	Independent Living
<ul style="list-style-type: none"> Community Colleges/ Universities College-Disability Services Adult Education Short term Certification Community Education Military Technical Training 	<ul style="list-style-type: none"> Department of Vocational Rehabilitation Department of Labor Employment Department Work Source of Oregon Job Corps 	<ul style="list-style-type: none"> Social Services-DHS Social Security-SSI Public Transportation (i.e., Dial-a-Ride, LIFT, CARTS, RideSource) City and County Housing Health Departments Independent Living Services

Transition Technical Assistance Network

This team is working to support the Governor's Executive Order (No.15-01) to further improve Oregon's systems of designing and delivering employment services for students with disabilities. Beginning in July 2015, the Transition Technical Assistance Network includes ODE's Secondary Transition Liaison, eight full-time Transition Network Facilitators, and one Regional Employment Coordinator and Trainer. The Transition Network Facilitator will work to support the collaborative efforts of Vocational Rehabilitation and Local Education Agencies in Oregon in the implementation of the Workforce Innovate Opportunity Act and the provision of Pre-Employment Transition Services (PETS). The network is in its second year of development.

The overall vision of the Transition Technical Assistance Network will support alliances that will shift the perception of society and raise expectations for individuals who experience disabilities so they can live full lives integrated in Oregon communities based on choice.

Some of the goals of the Transition Technical Assistance Network for the 2015-2016 year will include:

- ◆ Offer technical assistance to educators for students with disabilities who are of transition age.
- ◆ Develop strategies for successful team facilitation and planning.
- ◆ Continue to develop relationships with community partners such as Vocational Rehabilitation, Developmental Disabilities Service, County Mental Health, family advocacy programs, etc.
- ◆ Implement training and professional development for regional partners on policy and systems change.
- ◆ Provide support to districts in understanding Pre-Employment Transition Services (PETS).

For more information about the Transition Technical Assistance Network or for Executive Order and Employment First transition related information: www.ode.state.or.us/search/page/?id=4250

Overview Educator Institute Training Round I and II

The Educator Institute on Networking and Transition was a series of full day trainings designed especially for middle and high school special education teachers to learn more about adult service agencies and effective strategies to assist students with disabilities in the transition process. Topic sessions of this training included an introduction to Vocational Rehabilitation, introduction to Developmental Disability Services, Benefits Planning, Person Centered Planning- one page profiles, sample curriculum, local Employment First Groups, Family Advocacy Groups and training opportunities for families. This was an exciting opportunity for networking with agencies within their regions. For links to presentations from previous Educator Institute: www.ode.state.or.us/search/page/?=4194

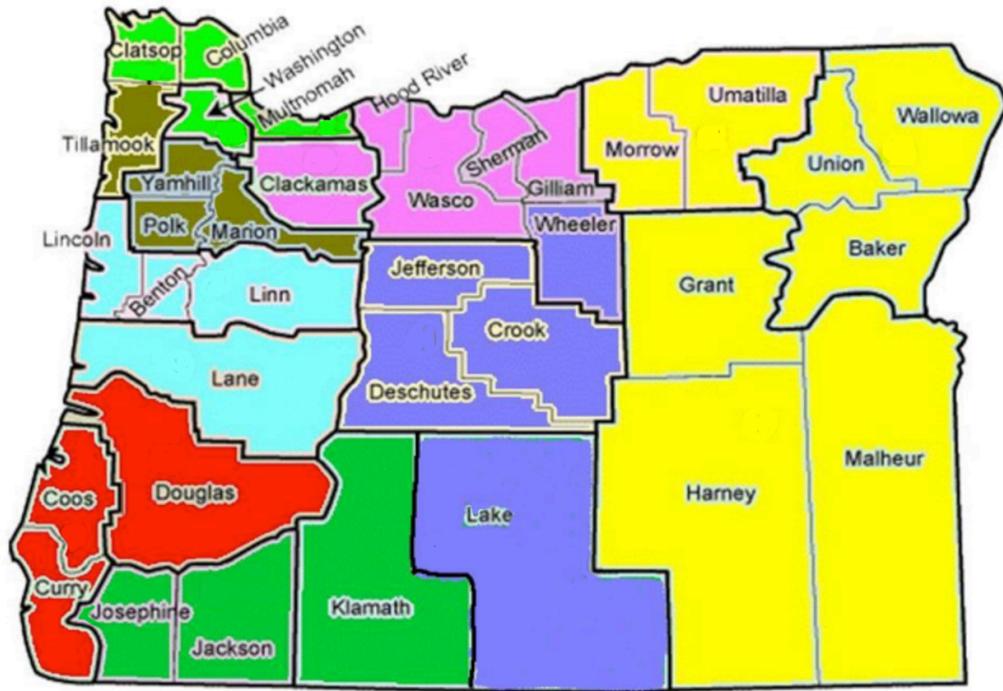


What's next?

- The next round of Educator Institute on Networking and Transition trainings will be customized by the TNFs for each region. For training development opportunities, please contact your region's Transition Network Facilitator.
- Transition Curriculum & Assessment Toolkits are available to view, please contact your region's Transition Network Facilitator.

Who's Who

ODE Transition Network Facilitators

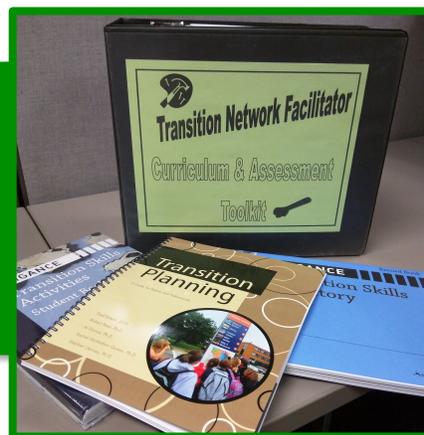


Region 1 (Portland, Washington, Clatsop, Columbia)		
Elizabeth (Lizzie) Juaniza	ejuaniza@mesd.k12.or.us	503-257-1657
Regional Employment Coordinator and Trainer		
Robbie Spencer	rspencer@mesd.k12.or.us	503-257-1727
Region 2 (Tillamook, Yamhill, Polk, Marion)		
Eivind-Erik Sorensen	eivind-erik.sorensen@wesd.org	503-474-6915
Region 3 (Lane, Lincoln, Linn, Benton)		
Vikki Mahaffy	vikki.mahaffy@lblesd.k12.or.us	541-812-2737
Region 4 (Douglas, Coos, Curry)		
TBD		541-440-4777
Region 5 (Josephine, Jackson, Klamath)		
Cindy Cameron	cindy.cameron@soesd.k12.or.us	
Region 6 (Clackamas, Wasco, Hood River, Sherman, Gilliam)		
Kriss Rita	krita@clackesd.k12.or.us	503-675-4163
Region 7 (Jefferson, Deschutes, Crook, Wheeler, Lake)		
Marguerite Blackmore	marguerite.blackmore@hdesd.org	541-693-5717
Region 8 (Morrow, Umatilla, Union, Wallowa, Baker, Grant, Harney, Malheur)		
Lon Thornburg	lon.thornburg@imesd.k12.or.us	541-966-3162
General Questions		
Heather Lindsey	heather.lindsey@state.or.us	503 947-5791

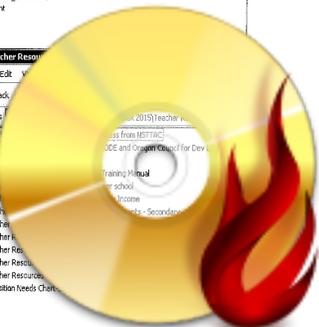


Transition Technical Assistance Network Regional Programs

Transition Curriculum & Assessment Toolkit – Contact your TNF to view



REGION 3

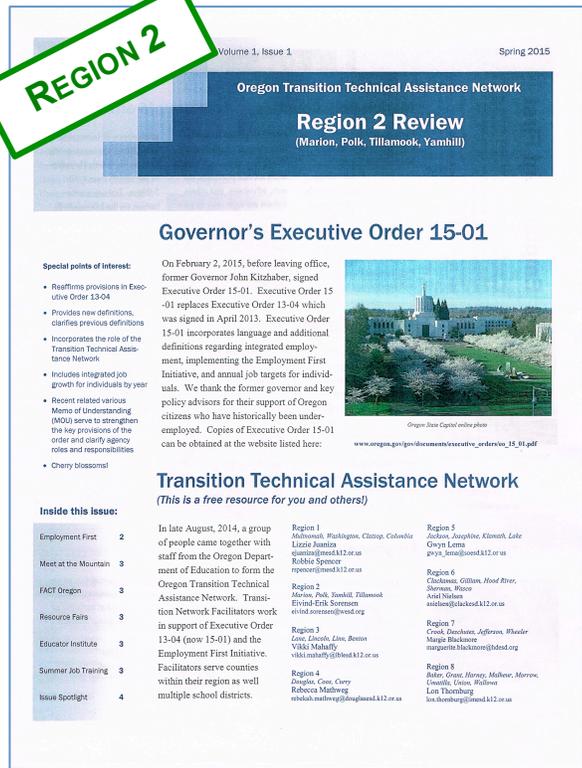


REGION 1



<http://tnfregion1.wix.com/tnfregion1>

REGION 2



As the TNF in this region, I supported individual schools in creating an informational nights where students, families, and school staff were able to meet with community partners. We invite representatives from Community Developmental

REGION 4

Disabilities Programs, Brokerages, Vocational Rehabilitation Services and those programs that provide long term support such as, local colleges, subsidized housing, independent job developers, and recreational opportunities such as Special Olympics and Easter seals in each area. Parents and school staff hear a brief overview from each provider and then have the opportunity to visit the tables or booths to find out more information regarding the eligibility and services that the agency provides.



Transition Technical Assistance Network Regional Programs





[About Us](#) | [Departments](#) | [Services](#)

REGION 7



Transition Network Pages

- Transition Network Blog
- Transition Resources for Educators
- Transition Resources for Students & Families

Contact Information

High Desert Education Service District
 Bend Education Center
 520 NW Wall St.
 Bend, OR 97701
 Phone: 541-693-5700
 Toll Free: 1-866-910-2833
 Fax: 541-693-5701

REGION 5

The **"Jobs Alike"** was developed in Jackson, Josephine, and Klamath County for special education professionals to share their instructional practices and promote discussions that build shared knowledge. This collaborative team had email communication for questions, across counties meetings as well as county specific on topics generated by the professionals regarding transition.

Transition Network Region 8

Transition Technical Assistance Resources for Eastern Oregon

REGION 8

<http://tnf8.blogspot.com/>

[Home](#) | [Employment First](#) | [County Directories](#) | [Resource Links](#) | [Curriculum/Assessments](#) | [Coming Events/Calendar](#)

FRIDAY, AUGUST 28, 2015





The blog includes an Employment First page, county directories, resource links, curriculum & assessment links, and a coming events calendar updated periodically. Blog posts will highlight events, stories and articles region and state-wide.

REGIONAL EMPLOYMENT COORDINATOR & TRAINER



INTEGRATED EMPLOYMENT-COMPETITIVE WAGES Three successes1st year

Helping schools learn how to start and sustain in-school businesses. Then, assisting in the training of the staff on how to reach out to community businesses in order to get work experiences and internship opportunities for students.

Bringing together schools, VR staff and DD staff to start successful partnerships and to understand the roles of each stakeholder and often to meet each other. Breaking down the "silos" and creating collaborative teams!

Facilitating "Parent Info" night at schools by inviting VR, DD, brokerages, Benefit counseling and planning and FACT to present and meet with parents and students the services that each can provide in helping their child transition to adulthood.

R
E
G
I
O
N

6

Area of Greatest Strength

Areas of greatest strengths represent constructs with the highest scaled scores.

Student	Family	Professional
Disability Awareness	Strengths and Limitations	Student Involvement in the IEP

Areas of Relative Strength

Areas of relative strengths represent constructs with scaled scores above the average.

Student
Interacting With Others
Goal Setting and Attainment
Employment

Area of Greatest Need

Areas of greatest need represent constructs with scaled scores below the average.

Student	Support Community
Support Community	

Areas of Relative Need

Areas of relative need represent constructs with scaled scores below the average.

Student	Strengths and Limitations	Persistence	Student Involvement in the IEP
Strengths and Limitations			
Persistence			
Student Involvement in the IEP			

Present Levels of Performance

Kris Rita's abilities and experiences were assessed using the TAGG, a norm-referenced assessment with research-based items known to be associated with post-school employment and education. Compared to similar students, Kris Rita's overall results are below average. Kris Rita's scores indicate greatest strengths in the areas of Disability Awareness, Strengths and Limitations, and Student Involvement in the IEP. Kris Rita's relative strengths include Interacting With Others, Goal Setting and Attainment, Employment, Student Involvement in the IEP, Disability Awareness, Strengths and Limitations, and Support Community. TAGG scores indicate the greatest needs in the areas of Support Community, and Goal Setting and Attainment compared to similar students and relative needs in the areas of Strengths and Limitations, Persistence, Student Involvement in the IEP, Support Community, Interacting With Others, and Disability Awareness.

The TAGG is an on-line transition assessment, in survey/questionnaire form, for secondary-aged youth, their families, and the staff who work with them. It is low cost and provides lists of strengths and needs, as well as, a present level of performance and goals based on the surveys. We found it very user friendly!

TRANSITION IEP STANDARD ANNUAL GOALS

Annual goals are statements that describe what a student with a disability can reasonably be expected to accomplish within a 12-month period of the student's program. Measurable annual goals include timeframe, conditions, behavior, and criterion. The annual goals are designed to support improvement in academic and functional skills necessary to achieve post-secondary goals. The IEP should be aligned so that for each post-secondary goal there should be an annual goal that will help the student make progress towards the post-secondary goals.



A Transition Plan has two types of goals:

Goal Type	Specific, Measurable, Attainable, Relevant?	Time Specific
Post-Secondary	<p>Measurable statements of what a student will achieve after leaving school</p> 	<p>Post-Secondary = AFTER SCHOOL</p> <p>Post-secondary goals for employment, education or training and independent living are achieved after students leave secondary education.</p> 
Annual	<p>The measurable goals that will be worked on this year to help build the student's skills in achieving the post-secondary outcome</p> 	<p>Annual = EACH YEAR</p> <p>The annual IEP goal identifies what will be accomplished this year to build the student's skills in achieving their post-secondary goals.</p>



Annual Goals

For each post-secondary goal, there should be an annual goal or goals included in the IEP that will help the student make progress towards the post-secondary goals.

SMART Goal Development – After reviewing your present levels (academic and functional performance) develop **S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-Specific)** goals that address the individual needs of the student. You will need to do some evaluation of what is most important or what skills build upon each other in order to select the more appropriate goals.

Goal Component	Explanation
Given what...	means... Under what conditions? <ul style="list-style-type: none"> • Accommodations (change materials, procedures, alternative response, formats, etc.) • Assistive Technology (dictation software, calculators, visuals, etc.) • Specialized Instruction • Instructional Strategies (prompts, graphic organizers, etc.) • Modification (change the standard) • Environmental (classroom with predictable routines, etc.)
Who...	means... The Student
Will do what...	means... Observable Behaviors <ul style="list-style-type: none"> • Actions: create, make, analyze, sequence, summarize, complete, describe, attempts, builds, reads, etc.
How Often...	means... Frequency <ul style="list-style-type: none"> • Daily, weekly, during content area, throughout the school day, when work is expected, etc.
How Accurately...	means... How well or independently <ul style="list-style-type: none"> • Percentage of accuracy, with how much assistance, etc.
Mode of Measurement	means... Assessment (as measured by...) <ul style="list-style-type: none"> • Progress monitoring • Teacher Observation • Curriculum Based Assessments • Behavioral Data • Formative Assessments • Self-Charting Progress • Classroom Progress (grades) • Student Work Samples • ... and others

NOTE: This is just one way to develop a goal. There might be another process or tool that you may use in your district.

ARE STUDENTS LEAVING SCHOOL WITH A SOP?

The **Summary of Performance (SOP)** is required under the reauthorization of the Individuals with Disabilities Education Act of 2004 (IDEA 2004). The SOP must be given to students that graduate with a regular diploma or age out. ODE guidance is that all students that leave school with a modified diploma, an extended diploma, or an alternative certificate should receive an SOP. The SOP must be completed during the final year of a student's high school education. The timing of completion of the SOP may vary depending on the student's post-secondary goals.



The SOP is a portable document that is given to the student before leaving school to assist the student in the transition from high school to higher education, training and/or employment. This important information about students' current level of functioning is intended to help post-secondary settings consider accommodations for access and may be useful in the assessment process for other adult service agencies. Post-secondary institutions will continue to make eligibility decisions on a case-by-case basis.

T I P S

- ❖ In many situations, waiting until the spring of a student's final year to complete the SOP will provide an agency or employer with the most current information on the performance of the student.
- ❖ Components of an SOP are all contained in the student's 12th grade IEP
- ❖ Consider using the functional limitation language for eligibility to VR services in the student's SOP see online resources at www.tcntransition.org

Resources

ODE Sample Summary of Performance Form

www.ode.state.or.us/pubs/forms/schoolage/1278-P.pdf



Example of Functional Limitation Language and Example of SOP documents for Allison, Alex & Rolanda can be found at www.tcntransition.org

Post School Outcomes & Other Transition Indicators

Beginning spring 2016, districts are required to complete interviews with all students who received special education services (i.e., had an IEP) and who left secondary school in 2014-15. To help districts prepare for this change, materials from the National Post School Outcomes document, **Contacting Hard to Find Youth: Strategies for the Post-School Interviews**, have been adapted for Oregon districts. Use these strategies below to increase the number of students/families who agree to complete the interviews.

Materials for the Post School Outcomes Data Application posted under the *ODE Resources* tab on the PSO 2.0 Application (secure district site), as well as on the Transition Community Network public site.

Strategies to Encourage Participation

- Provide Pre-Notification & Create Familiarity
 - Discuss the follow-up interview with students before they leave school. Tell them what to expect and why.
 - Let them know that the district has learned from the experiences of former students who answered the follow-up interview questions one year after leaving.
 - The most motivating factor for completing interviews was the chance to help other students. Tell them how the information they share will be used to help others like them.
 - Educate families & students about the process and importance of the Exit and the Follow-Up interviews.
 - In the fall, have parents or adult students sign agreement-to-participate forms for the Exit interview. In the spring, complete the Exit interview with the students.
 - Include PSO information (e.g., the PSO postcard) they will be receiving about the interview) along with other information distributed at the end of school (e.g., information about diplomas, graduation).
 - During the last IEP meeting, ask students to identify who should call them for the Follow Up interview (i. e. favorite teacher, coach). Document this online in the contact information on the Exit interview so it will be on the call log for the Follow Up interview.
 - During the last IEP meeting, ask students to address the PSO post card to themselves (copy available on TCN). This card will be mailed as a reminder to complete the Follow-Up interview.
- Show Interest When Conducting the Survey
 - Practice interview before starting calls
 - Be enthusiastic and interested in the answers
 - Convey a non-judgmental tone
- Maintain Contact
 - Know who from the family is still in school
 - Leave call back number on messages so youth know it's you trying to reach them for the interview
 - Use PSO logo on all materials and reminders

The [insert School or district name] needs your help! We want to learn from former students how we can improve high school transition services. You will receive a phone call that asks questions about what you have been doing since you left school, such as have you worked or gone to school? Answering the questions will take about 10 minutes.

Teachers will use answers from students like you to learn what they can do to help other youth get jobs and go to school after high school. To make sure you have a chance to answer the questions, please call xxx-xxx-xxxx.

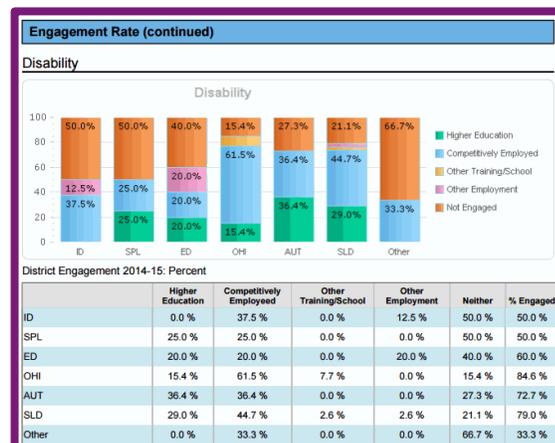


District PSO Results

The **Follow Up reports** found on the Reporting and Download tab of the PSO application are a measure of how effective the transition planning and services are in preparing district students for life after school.

Reports show **Engagement Rate**, the **Response Rate**, how well the interviewed students **represent the district population**, and the question results.

Six years of Exit and Follow Up interview results are available in the PSO application.



Using Outcome Data to Inform District Improvement

Ultimately, districts that demonstrate a high proportion of their students attending post-secondary school and/or working in competitive settings are likely to offer strong transition programs and quality services,

Post school outcomes should improve when predictors of post-school success and evidence-based practices are used as part of quality transition planning and services. The inclusion of the predictors in assessing district needs and priorities should lead to **higher graduation** rates and **lower dropout** rates as the planning is focused on the needs of the students.

Where to start?

- Create a short summary table of the most recent district performance, noting the change from the previous year. See example below and on page 11.
- Create charts at the building level if there is more than one high school in the district.
- Assemble a team of stakeholders involved in transition planning and services in the district to discuss the findings. Be sure someone familiar with the district data reporting is included on the team.

Example—most current district data	District	District Trend	State
Graduation Rate (4 year)	46%	Decrease 2% (state increase 14%) ¹	51%
Graduation Rate (5 year)	52%	Increase 2% (state increase 12%) ¹	56%
Dropout Rate	5%	No change (state no change%)	6%
Students with quality IEP's as measured by compliance on all 8 transition standards	90%	No change (state dropped 7%)	75%
Students in post-secondary school 1 year out	25%	No change (state no change)	24%
Students competitively employed one year out + in post-secondary school 1 year out	56%	Increase 1% (state decrease .5%)	54%
Total engagement	74%	Increased 2% (state no change)	70%

¹ Modified diplomas included as graduates

What to look for?

- Highlight the performance that stands out for your district—either because it shows positive outcomes or less than positive outcomes.
- Compare district results to state results—look for patterns.
- Gather information on possible changes that took place in the district that might have influenced results, such as change in the program, district activities, staffing, and other relevant events.

Next steps

- ❑ Discuss the areas to examine more closely.
 - For PSO results, look at the available data reports to see if particular subgroups show noticeable differences.
 - Request additional graduation, dropout and the transition standards results for more details on subgroup performance.
- ❑ Discuss district policies and practices to help understand what the data are showing
- ❑ Prioritize district needs and begin plan to improve results



Oregon has partnered with the National Post School Outcome Center to explore the use of the *State Toolkit for Examining Post-School Success* (STEPSS). Developed by the National Post-School Outcomes Center (NPSO) in collaboration with the National Secondary Transition Technical Assistance Center (NSTTAC), and the National Dropout Prevention Center for Students with Disabilities (NDPC-SD), STEPSS helps state and local education agencies use secondary transition data in a continuous improvement process. STEPSS is a web-based, multi-phase process enabling stakeholders to:

- ❖ **Examine** 4 years of graduation, dropout, secondary transition components of the IEP, and post-school outcomes data;
- ❖ **Assess** progress toward meeting targets in each outcome area listed above;
- ❖ **Select** predictors of post-school success to focus efforts, and
- ❖ **Develop** and implement an action plan designed to improve in-school, secondary transition programs for students with disabilities.

If you are interested in exploring this new tool, contact Sally Simich, Sally.Simich@state.or.us

Frequently Asked Questions 2015

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**
- Considerations:** Impact on Post High School education, training and career options
- Transition Services for 18-21 year old students**
- Interagency Agreements**

Acronym Legend:

SD	School District
PCS	Public Charter School
RD	Standard or Regular Diploma
MD	Modified Diploma
ED	Extended Diploma
AC	Alternative Certificate
IEP	Individualized Education Program

GENERAL

1. 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. To be eligible for the MD, a student must have a “documented history”¹ of an inability to maintain grade level achievement due to significant learning and instructional barriers,² or a documented history of a medical condition that creates a barrier to achievement.

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

Yes. A student must receive a certificate of graduation from a school providing secondary education, and a high school diploma is the basic qualification awarded to students who graduate from a state/private school after completing formal instruction. Based on this information, ODE has determined that the Modified Diploma meets this definition. **Oregon students who receive a Modified Diploma are now eligible to apply for federal financial aid. This extends to students who may have received this diploma after 2009.**

Whether it is prudent for an eligible student to seek federal financial aid is a determination that should be made on a case-by-case basis by a student and his or her family in consultation with a financial aid advisor. Factors that should be taken into consideration include the amount of borrowing involved, if any, and the student’s expected ability to repay. A Modified Diploma does not guarantee admittance to a post-secondary institution.

3. Will the MD be accepted by four-year universities, community colleges, or trade schools?

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.

Trade schools vary, it is recommended that the school of interest be contacted and asked about entrance requirements, including diploma requirements.

¹Evidence 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))

²A significant physical, cognitive or emotional barrier that impairs a student’s ability to maintain grade level achievement (OAR 581-022-1134(1)(b))

4. 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).

5. 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, a student must have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or have a documented history of a medical condition that creates a barrier to achievement or have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade level activities and that results in the student participating in alternate assessments. **OAR 581-022-1133 (5)**

6. 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.

7. 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.

8. 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. For updated information check: www.ode.state.or.us/search/page/?id=2219 Contact Rae Ann Ray for additional information raeann.ray@state.or.us.

9. 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 be offered the option of participating in the high school graduation ceremony with the members of their class receiving a high school diploma.

10. In order for students to achieve a high school diploma, the MD, ED, or AC, is a SD or PCS required to provide on-site access to appropriate resources 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 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.

11. 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.

12. 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.

16. 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.

17. 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.

18. Are there other consents and notifications related to transition aged students??

Yes, 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 for grades 9-11 and 966 hours for grades 12 and beyond;
- 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 adult student and copy the parents.

19. 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 PCS are required to provide annually information to the parents or guardians of a student taking an alternate assessment who has the documented history, about the availability of a MD, ED, and AC and the requirements for each of these options.

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.

20. 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.

21. When should an IEP team discuss diploma options?

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

SDs and PCSs are required to annually provide information to the parents the availability of the MD and ED and the requirements for the MD and the ED.

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.

22. 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.

23. 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.

24. 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.

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

Yes. PCSs must ensure that students have access to the appropriate resources to achieve a regular diploma (OAR 581-022-11300), a modified diploma (OAR 581-022-1134), an extended diploma (OAR 581-022-1133) and an alternative certificate (OAR 581-022-1135).

27. When is a student considered to be “first enrolled in the 9th grade”?

The definition of the high school entry year is the first school year in which the student first attended any high school grade in the United States or elsewhere. For most students, this is their first year as a ninth grader.

ELIGIBILITY

28. 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.*

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

School Districts and PCS 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.

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*)
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.

For the MD only, when does a SD or PCS need to admit a general education student and how long is

30. 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.

31. What are the definitions in the (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.

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

32. Examples of an instructional barrier and 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, unless content were presented concretely, even with intense instruction.
- 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.

33. Does a regular education student who can’t pass the Oregon Assessment of Knowledge and Skills (OAKS) or Smarter Balanced 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. Asked brad to review on Wed

34. What is a modified curriculum?

The level of modification is determined by the school district. 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 6th 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

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

Academic Subject	Credits Required for Graduation with the Modified Diploma	Credits Required for Graduation with the Oregon Diploma
English/Language Arts	3 ³	4
Mathematics	2	3
Science	2	3
Social Sciences ⁴	2	3
Physical Education	1	1
Health	1	1
Second Languages/ The Arts/Career and Technical Education (CTE) ⁵	1	3
Electives ⁶	12	6
TOTAL CREDITS	24	24

36. 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.

37. 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).

38. What are the graduation requirements for students receiving the ED?

Students are required to earn 12 credits, complete the Personalized Learning Requirements (as described in OAR 581-022-1133), and demonstrate proficiency in the required Essential Skills (as described in OAR 581-022-0615).

³ Students shall have access to literacy instruction until the completion of school.

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

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

⁶ School districts 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.

39. 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
- One credit of the arts or a second language

40. 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:

- 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
- 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
 - 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.

41. 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.

42. If a student changes from MD to RD, does the student have to re-take modified classes to have them count?

Yes, all courses/credit required for graduation with a regular diploma must be taken under standard conditions without modifications. All other courses can be modified.

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.

43. 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 581-022-1510 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.

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

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

45. 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.

ADDITIONAL STUDENT REQUIREMENTS

46. 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:

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

47. What are the required Essential Skills?

For students first enrolled in Grade 9 in 2010-2011 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

Additional information regarding Oregon's Essential Skills can be found at <http://www.ode.state.or.us/search/page/?id=2042>

48. Are modifications allowed in the demonstration of the Essential Skills?

Yes. Students who use modifications on assessments for the Essential Skills are eligible for a Modified Diploma; the use of modifications makes students ineligible for a Regular Diploma.

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.

According to *OAR 581-022-0615*:

- school districts may only administer modifications to students with an IEP or 504 Plan and
- school districts may only administer modifications in accordance with the assessment decision made by the student's IEP or 504 team and documented in the IEP or 504 Plan.

When modifying an OAKS assessment, the SD or PCS must:

- Ensure that the modifications are in compliance with section 4(d) of *OAR 581-022-0610: Administration of State Tests*.
- Inform the student's parent that the use of a modification on an OAKS assessment will result in an invalid assessment.

Note: modified OAKS assessments are not valid for the purposes of school and district accountability for students who are not on an IEP or a 504 Plan:

SDs and PCSs may administer modifications to Work Samples that are consistent with the modifications the student has received during instruction. *Note:* students who are not on an IEP or a 504 Plan may not receive a modified OAKS assessment or a modified cut score.

- When modifying a Work Sample, the SD or PCS must ensure that: Students 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.
- The modifications have been approved in advance by the student's school team responsible for monitoring the student's progress.

49. 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.

50. 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.

CONSIDERATIONS

51. Is a student who receives the MD, ED or AC considered a Dropout for the Cohort Graduation Collection?

For students who receive the MD in 2014-15 and later, the MD earned in four or five years is included on the Cohort graduation rate as leaving with a diploma.

A student who receives the ED or the AC is counted as a high school Non-Graduate, specifically an Other Completer, on the cohort graduation collection. Non-Graduates, such as GEDs, EDs and AC's negatively affect the district's cohort graduation rate.

TRANSITION SERVICES FOR 18-21 YEAR OLD STUDENTS

52. Does a student attending alternative education programs, public virtual schools or district-placed homebound services require the instructional hours, 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 for grades 9-11 and 966 hours for grades 12 and beyond).

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.

The following process is suggested:

1. Begin the IEP meeting 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 for grades 9-11 and 966 hours for grades 12 and beyond.
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 or adult student determined was necessary to meet the student's needs. If that is less than 990 hours/year for grades 9-11 and 966 hours for grades 12 and beyond, 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 instructional 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/year for grades 9-11 and 966 hours for grades 12 and beyond of instruction and services.
10. The SD must receive a signed acknowledgement from the adult student or guardian that they received the information.

53. Can the IEP team determine if a student needs less than the required instructional 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 for grades 9-11 and 966 hours for grades 12 and beyond of services. If the IEP Team determines that the student will receive less than the required instructional time, the SD will write a letter to the adult student and guardian informing them of:

- a) The SD's duty to comply with the total number of instructional hours; and
- b) That the SD cannot unilaterally decrease the total number of hours of instruction and services.

The SD must receive a signed acknowledgement from the adult student or guardian that they received the information.

The IEP Team must then write a statement on the IEP that explains the reasons the student is not accessing 990 hours/year for grades 9-11 and 966 hours for grades 12 and beyond of instruction and services.

54. Do the instructional hours that are part of the 990 hours/year for grades 9-11 and 966 hours for grades 12 and beyond per year all need to be special education or specially designed instruction?

No, all instructional hours included in the 990 hours/year for grades 9-11 and 966 hours for grades 12 and beyond do not need to be specially designed instruction.

55. What non-academic hours can be counted in required instructional time (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.

For more information on OAR 581-022-1620 visit:

56. 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.

57. 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.

58. 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.

59. 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, 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.

60. Do the services provided by Brokerages outside of the school day count toward the required instructional 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 for grades 9-11 and 966 hours for grades 12 and beyond.

INTERAGENCY AGREEMENTS

61. 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.

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, religion, sex, marital status, sexual orientation, national origin, age or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Deputy Superintendent of Public Instruction at the Oregon Department of Education, 255 Capitol Street NE, Salem, Oregon 97310; phone 503-947-5740; or fax 503-378-4772.