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## What's New for Teachers and Case Managers?

We are pleased to announce that the **Transition Technical Assistance Network** under Executive Order 13-04 is in full swing. ([http://www.oregon.gov/gov/docs/executive\\_orders/eo\\_13-04.pdf](http://www.oregon.gov/gov/docs/executive_orders/eo_13-04.pdf)) Seven successful Educator Institute on Networking and Transition trainings were held statewide in June. Over 400 educators attended. Eight half-time Transition Network Facilitators have been hired and trained to provide Technical Assistance and support to school districts across Oregon for students with disabilities who are transition age. Exciting things are happening in the field of transition. Please see page 17 for more information about your regions.

A **revised version** of the Special Education Teachers ESEA and IDEA **Highly Qualified Teachers Requirements** (May 21, 2014) has been posted. While this revised guidance does not depart significantly from the previous version, it restates requirements for special education teachers in grade 9-12 teaching exclusively students who are assessed using Oregon's Extended Assessment (alternatives achievement standards) or special education teachers in grade 9-12 where all students in the classroom are students who are assessed using Oregon's Extended Assessment (alternatives achievement standards). Will have to have elementary multiple subjects endorsement. For questions please contact Rae Ann Ray @ RaeAnn.Ray@state.or.us or Janet Bubl @ [janet.bubl@state.or.us](mailto:janet.bubl@state.or.us). This link will give guidance for all special education teachers. <http://www.ode.state.or.us/search/page/?id=2219>

The **Modified Diploma** denotes successful completion of required courses and specific achievement on state assessments. Oregon students who receive a Modified Diploma **are now eligible to apply for federal financial aid**. This extends to students who may have received a Modified 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. (Executive Numbered Memorandum 008-2013-14)

The **Transition Community Network (TCN)** website offers secondary transition resources for educators, students and families. *Copies of all articles in this Resource Book will be posted.* Events and trainings are also listed. <http://www.tcntransition.org/>.

### **Employment Related Transition Services (Temporary Rules adopted 8/21/14)**

In support of Executive Order 13-04, the State Board of Education adopted temporary rules associated with Employment Related Transition Services. Please make note of the changes below.

### **Employment Related Transition Services 581-015-2000 Definitions**

(33) *"Sheltered Workshop" is a facility based service that congregates more than eight adults with disabilities, including intellectual or developmental disabilities. Sheltered workshops are operated by service provider entities. In general, a sheltered workshop employs only individuals with an intellectual or developmental disability or other disabilities except for service or support staff. However, assessments, instruction, and activities that typically occur in public schools and that are provided either directly or by contract by public school districts, by public charter school, by an Educational Service District, or the Oregon Department of Education, in a school setting, are not considered sheltered workshops. The new Transition Network Facilitators will be contacting each district, during the month of September, to review the new OARs, and provide support to you and your programs.*

### **Alternative Placements and Supplementary Aids and Services 581-015-2245**

(3) *Not include sheltered workshops as defined in OAR 581-015-2000(33) and OAR 407-025-0010(16)*

**FACT** was formed in 2002, has grown over the last decade to successfully empower Oregon families experiencing disability. In September 2012, the U.S. Department of Education, Office of Special Education Programs awarded FACT the designation of becoming Oregon's Parent Training and Information Center [PTI]. **FACT has also been awarded the Oregon Department of Education state PTI contract.**

*Using a parent-to-parent model, FACT provides training, IEP support, and parent-to-parent connections that promote the understanding that disability is a natural part of the human experience.*

**NEW Online Secondary Transition Users Group** has been created to facilitate the sharing of information in the area of post-secondary transition. It is a collaborative work space for educators working with issues relating to secondary transition from school to adult life for students. This group offers an opportunity to connect with others around Oregon, <http://teachingresearchinstitute.org/pages/show/secondary-transition-group?site=tims>



## **Clarification Regarding Federal Financial Aid -- Modified and Extended Diplomas – (Executive Numbered Memorandum 008-2013-14)**

**To:** Superintendents, Principals, and Counselors

**From:** Sarah Drinkwater, Assistant Superintendent, Office of Learning

**RE:** Modified and Extended Diplomas – Clarification Regarding Federal Financial Aid

### **Summary**

Oregon has received further clarification from the U.S. Department of Education regarding requirements for federal financial aid eligibility. Oregon students who receive a modified diploma are now eligible to apply for federal financial aid. Oregon students who receive an extended diploma are not eligible to apply for federal financial aid.

### **Background**

In 2009, Oregon received guidance from the U.S. Department of Education indicating students who earned Oregon's Modified and Extended Diplomas were not eligible for federal financial aid. However, recent guidance from and discussions with the US Department of Education have clarified the eligibility requirements. A student must receive 'the recognized equivalent of a high school diploma', and the Oregon Department of Education has determined that Oregon's Modified Diploma meets this requirement.

### **Confirmation of Modified Diploma Eligibility**

The Modified Diploma denotes successful completion of required courses and specific achievement on state assessments. Oregon students who receive a Modified Diploma are now eligible to apply for federal financial aid. This extends to students who may have received a Modified Diploma in past years. 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. Approximately 750 students receive a modified diploma each year.

### **Change for Extended Diploma Eligibility**

Previously we had announced that students who received an Extended Diploma would also be eligible for federal financial aid. As described above, a diploma must be 'the recognized equivalent of a high school diploma' or 'substantially similar' in order for a student to be eligible to apply for federal financial aid. With this specific clarification, the Oregon Department of Education has determined that the Extended Diploma does not meet this requirement. The Extended Diploma requires the completion of only 12 credits, and the student can be exempted from the essential skills requirement. Students who receive an Extended Diploma are not eligible to apply for federal financial aid. Approximately 50 students receive an Extended Diploma each year.

School administrators, teachers, and guidance counselors should share this corrected information with students who are pursuing Modified and Extended Diplomas and their families. A Modified Diploma or an Extended Diploma does not guarantee admittance to a post-secondary institution.

If you have questions about this guidance or about the Modified or Extended Diplomas, please contact Sally Simich at [Sally.Simich@state.or.us](mailto:Sally.Simich@state.or.us) or 503-947-5639.

# Updated Frequently Asked Questions for Oregon Diploma Options, 2014

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](#)

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

## GENERAL

### 1. 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”<sup>1</sup> of an inability to maintain grade level achievement due to significant learning and instructional barriers,<sup>2</sup> 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. The Higher Education Act of 1965 provided the opportunity for graduating high school students to receive federal financial assistance for college. As an alternative to having a high school diploma, or its equivalent, a student could establish eligibility for federal financial aid by passing an independently administered ‘ability to benefit’ test. **However, in 2011, Public Law 112-74 eliminated the ‘ability to benefit test’ and the eligibility for students without a certificate of graduation from a school providing secondary education.**

In 2009, Oregon received guidance from the U.S. Department of Education that indicated that students who earned Oregon’s Modified and Extended Diplomas were not eligible for federal financial aid. However, recent guidance from and discussions with the US Department of Education have clarified these eligibility requirements. 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.

Recommendation: Contact the school of interest and ask about entrance requirements, including diploma requirements.

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

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

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

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

**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; and participate in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; 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. When did the OARs for the original MD, ED and AC go into effect?**

SDs and PCSs were first required to make the MD and AC available to students during the 2008-2009 school year (*ORS 329.451*)

Revisions to OAR 581-022-1134 MD and OAR 581-022-1135 AC were adopted by the State Board of Education on December 4, 2009 and revised on January 20, 2012. All students enrolling in the 9th grade for the first time on or after July 1, 2007 must meet all the state's criteria for the MD and the SD's criteria for the AC.

However, if a student entered 9th grade prior to July 1, 2007, the student's school team shall decide whether the student must meet the unit of credit requirements in OAR 581-022-1134(5) to receive the MD or the unit of credit requirements specified by the SD or PCS for the MD when the student entered 9<sup>th</sup> grade. For students first enrolled in the 9th grade prior to July 2007, the student's team may decide to award the MD based on the units of credit described in the SD's policies and procedures for the MD, or the state's units of credits.

SDs and PCSs were first required to make the ED available to students during the 2009-2010 school year.

- Changes in the statute went into effect on July 1, 2013.
- Revisions to OAR 581-022-1133 Extended Diploma were adopted by the 'state Board of Education in the fall of 2014.
- However, SD and PCS are responsible for the changes as of July 1, 2013.

**9. When do the revisions to the OARs for MD, ED, and AC that include the Laws from HB 2283 and HB 2285 apply?**

The changes in the Statute went into effect on July 1, 2011. The State Board of Education adopted the OARs to reflect the changes in Statute on January 20, 2012. However, SDs and PCSs were responsible for the changes as of **July 1, 2011**.

**10. When is a student considered to be “first enrolled in the 9<sup>th</sup> 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.

**11. 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:

<http://www.ode.state.or.us/search/page/?id=2219>

**12. 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.

**13. 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.

**14. 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.

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

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

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

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

**18. 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.

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

- the SD must inform the parent of the student in writing annually of the SD's duty to comply with the total number of 990 hours;
- the SD cannot unilaterally decrease the total number of hours of instruction and services; and
- the SD must obtain a signed acknowledgement from the parent of the student that they received the information.

If the student is over 18 and the educational rights have transferred to the student, then the SD must address the letter to the student and copy the parents.

**19. 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.

**20. 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.

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

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

**22. 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.

**23. 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.

**24. 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.

**25. 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).

## ELIGIBILITY

**27. 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.*

**28. 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.

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.

**29. 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.

**30. Does a SD and PCS with the MD student working on transition services need to comply with the 990 hours/year?**

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

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

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

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

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

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

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

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

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

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

**34. 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.

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

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

### 36. 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 6<sup>th</sup> grade level. The purpose is to push the student to work towards their potential while providing them with any accommodations and/or modifications they require to do so.

## CREDIT REQUIREMENTS

### 37. 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 <sup>3</sup>	4
Mathematics	2	3
Science	2	3
Social Sciences <sup>4</sup>	2	3
Physical Education	1	1
Health	1	1
Second Languages/ The Arts/Career and Technical Education (CTE) <sup>5</sup>	1	3
Electives <sup>6</sup>	12	6
<b>TOTAL CREDITS</b>	<b>24</b>	<b>24</b>

### 38. 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.

### 39. 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).

### 40. 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).

<sup>3</sup> Students shall have access to literacy instruction until the completion of school.

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

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

<sup>6</sup> 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.

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

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

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

**42. 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; and
- Career Technical Education, the Arts or Second Languages (units may be earned in any one or a combination) -- 1.

The 12 remaining credits may include:

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

Students may earn units of credit through:

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

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

**43. 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.

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

Yes, all credit toward a regular diploma must be taken under standard conditions.

**45. 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.

**46. 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.

**47. 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.

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

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

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

### ADDITIONAL STUDENT REQUIREMENTS

**49. 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).

**50. 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>

**51. 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 504Plan.

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.

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.

**52. 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.

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

Yes. Modifications, as described in *OAR 581-022-0610*, are practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. The IEP team or school team responsible for approving modifications for a student's assessment may adjust the administration of the assessment and or the assessment's achievement standard.

**54. 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**

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

A student who receives the ED or the AC is not counted as a dropout, but is counted as a high school Non-Graduate, specifically an Other Completer, on the cohort graduation collection. Non-Graduates, such as GEDs and EDs and negatively affect the district's cohort graduation rate.

For students who receive the MD in 2014-15 and later, they will be included as graduates in the Cohort Collection.

## Transition Services for 18-21 year old students

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

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

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

The SD 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 requirement.
8. The IEP Team will add all the hours in # 3, 5, and 7 above. This is the number of hours the student is being served. This is the amount of time the IEP Team, including the parent or adult student determined was necessary to meet the student's needs. If that is less than 990 hours/year, the SD will write a letter to the adult student or guardian informing them of:
  - a) The SD's duty to comply with the total number of 990 hours; and
  - b) That the SD cannot unilaterally decrease the total number of hours of instruction and services.
9. The IEP Team must then write a statement on the IEP that explains the reasons the student is not accessing 990 hours of instruction and services.
10. The SD must receive a signed acknowledgement from the adult student or guardian that they received the information.

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

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

If the IEP Team determines that the student will receive less than 990 hours/year, 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 990 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 of instruction and services.

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

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

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

School assemblies, student orientations, testing, parent-teacher conferences, and other instructionally related activities involving students directly may be included in the required instructional hours. However, transportation to and from school, passing times between classes, non-instructional recess and lunch periods shall not be included unless the student is being taught these skills through specially designed instruction listed on the student's IEP. Passing time is defined as those minutes between segments of the program that is included in the school's daily schedule.

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

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

**60. 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.

**61. 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.

**62. 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.

**63. 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.

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

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

## Interagency Agreements

- 65. 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.

## What is the Transition Technical Assistance Network?

The **Transition Technical Assistance Network** is a newly developed team to support the work of Governor's Executive order 13-04 and Employment First at both the state and local level. The network includes the Secondary Transition Liaison and Transition Network Facilitators. The Transition Network Facilitators are 8 part-time staff assigned around the state to provide outreach, technical assistance, and training opportunities for school districts in their assigned region. Please see the map for the region assignments and contact information.

Some of the goals of the transition technical assistance network include:

- Help school districts recognize and understand the outcomes of the Executive Order
- Offer technical assistance to educators for students with disabilities who are of transition age.
- Establish relationships with community partners such as Vocational Rehabilitation, Developmental Disabilities, County Mental Health, family advocacy programs, etc.
- Implement training and professional development for educators on policy and systems change.

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

### Secondary Transition Liaison

To support the goals of the Executive Order and the Employment First Initiative, ODE hired Heather Lindsey as the Secondary Transition Liaison. In this role, Heather will provide statewide management in the area of special education transition services as directed in by the Executive Order. She, as a part of the Transition Technical Assistance Network provides technical assistance to assist schools, districts, parent organizations, and participating agencies to support a solid understanding of secondary special education and transition regulations, and implement evidence-based transition services.

Contact information: Heather Lindsey, 503-947-5791, [Heather.lindsey@state.or.us](mailto:Heather.lindsey@state.or.us)

The **Transition Network Facilitators** will reach out to schools that work with students who are of transition age (16-21) and plan to offer assistance in training needs, sharing resources, and providing updates on any policy changes from all partnering agencies. Contact information is provided with the map.

### Overview Educator Institute Training

The Educator Institute on Networking and Transition is full day training 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 includes an introduction to Vocational Rehabilitation, introduction to Developmental Disability Services, Benefits Planning Resources, 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: <http://www.ode.state.or.us/search/page/?=4194>

### What's next?

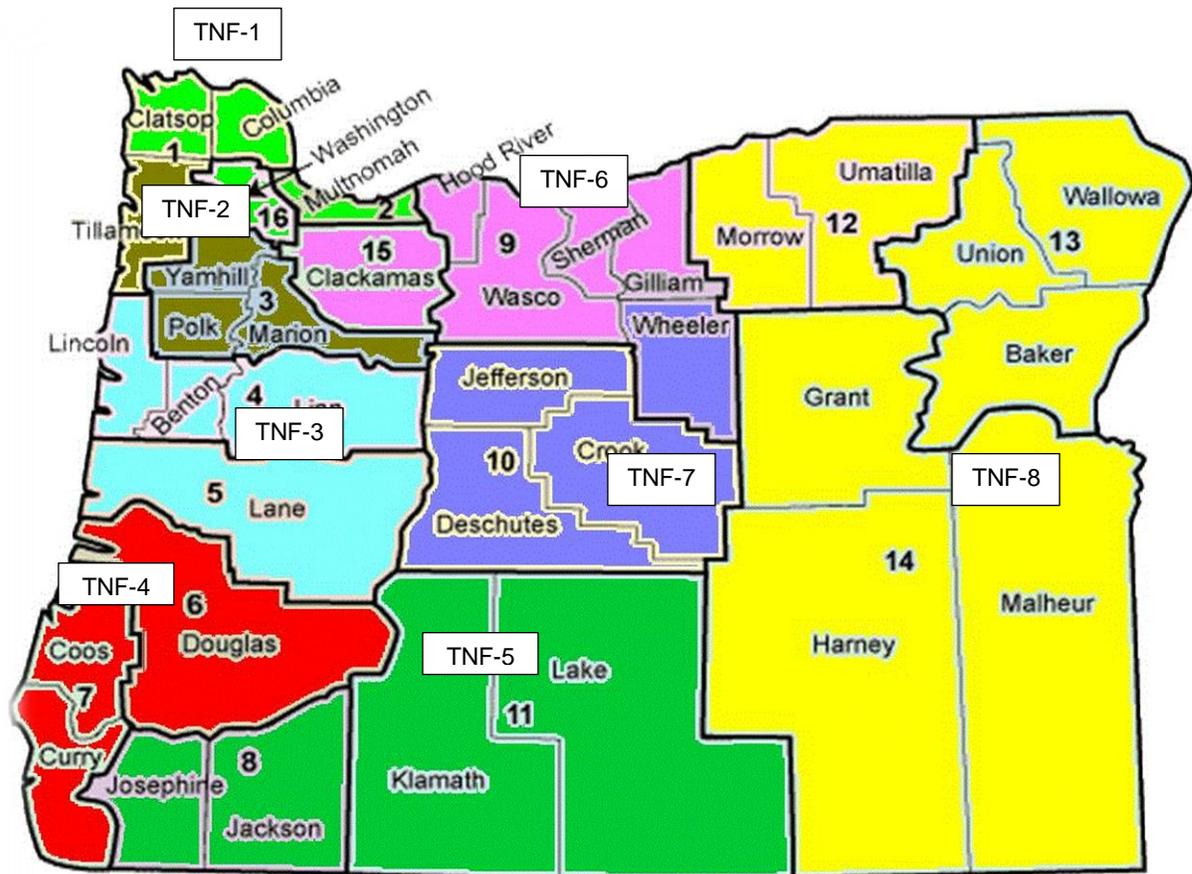
The Educator Institute on Networking and Transition plans to carry out three more additional trainings this fall.

October 10<sup>th</sup> – Hood River      October 22<sup>nd</sup> - Douglas County      November 19<sup>th</sup> - Harney County

For more information, or to register please go to:

<http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=9791>

## Transition Network Facilitator Regions (County Assignments)



**Region 1-** Portland, Washington, Clatsop, Columbia  
 Lizze Juaniza- [ejuaniza@mesd.k12.or.us](mailto:ejuaniza@mesd.k12.or.us)  
 Multnomah ESD 503-257-1657  
 Robbie Spencer [rspencer@mesd.k12.or.us](mailto:rspencer@mesd.k12.or.us)  
 Multnomah ESD 503-257-1727

**Region 2-** Tillamook, Yamhill, Polk, Marion  
 Eivind-Erik Sorensen  
 Willamette ESD  
[Eivind.sorensen@wesd.org](mailto:Eivind.sorensen@wesd.org)  
 503-474-6915

**Region 3-** Lane, Lincoln, Linn, Benton  
 Vikki Mahaffy  
 Linn-Benton ESD  
[vikki.mahaffy@lbleasd.k12.or.us](mailto:vikki.mahaffy@lbleasd.k12.or.us)  
 541-812-2737

**Region 4-** Douglas, Coos, Curry  
 Rebekah Mathweg  
 Douglas ESD  
[Rebekah.mathweg@douglaesd.k12.or.us](mailto:Rebekah.mathweg@douglaesd.k12.or.us)  
 541-440-4777

**Region 5-** Josephine, Jackson, Klamath, Lake  
 Gwyn Lema  
 Southern Oregon ESD  
[Gwyn\\_lemasoesd.k12.or.us](mailto:Gwyn_lemasoesd.k12.or.us)  
 541-944-2418

**Region 6-** Clackamas, Wasco, Hood River, Sherman, Gilliam  
 Ariel Nielsen  
[anielsen@clackesd.k12.or.us](mailto:anielsen@clackesd.k12.or.us)  
 Clackamas ESD  
 503-675-4163

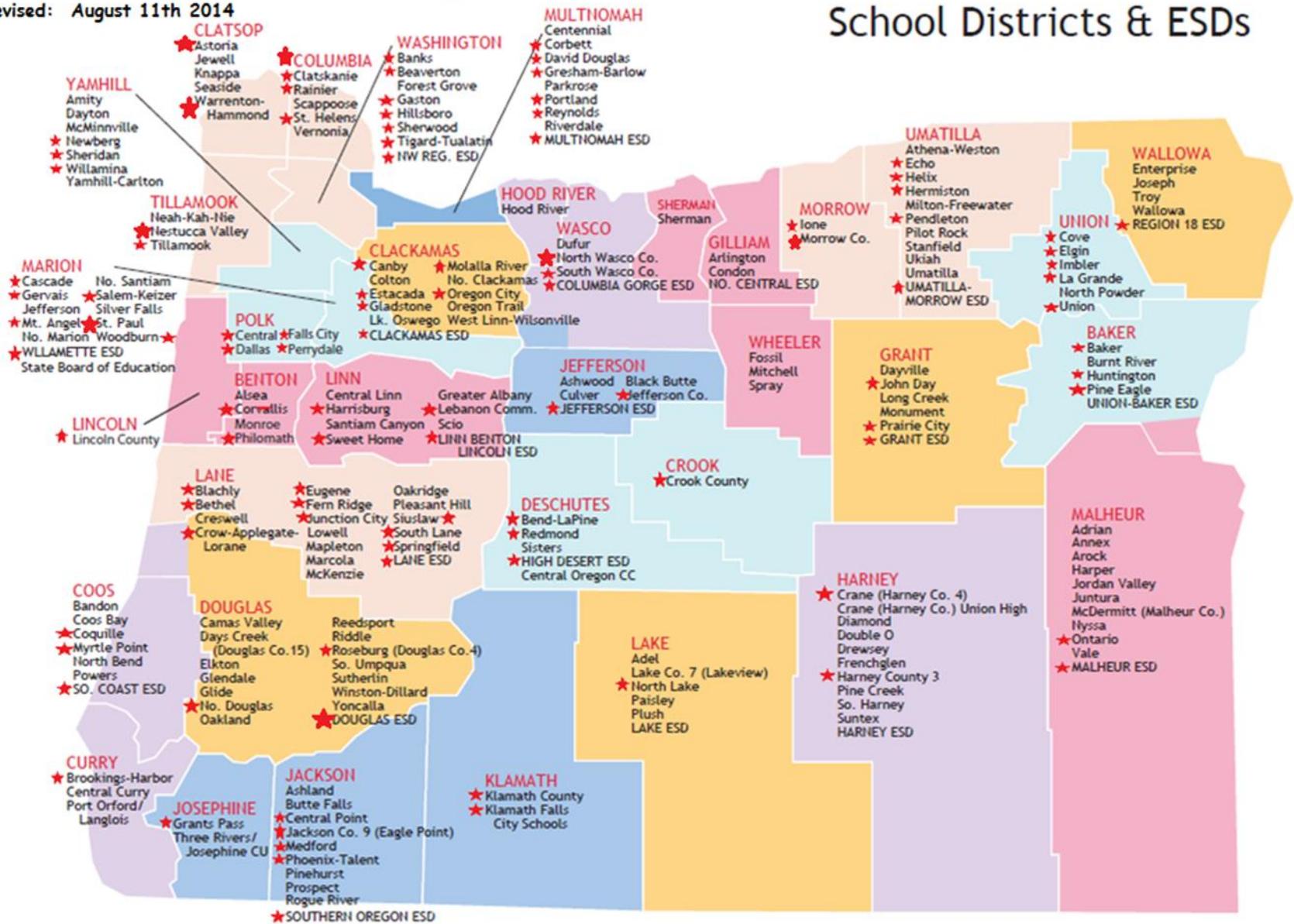
**Region 7-** Jefferson, Deschutes, Crook, Wheeler  
 Marguerite (Margie) Blackmore  
 High Desert ESD  
[Marguerite.blackmore@hdesd.org](mailto:Marguerite.blackmore@hdesd.org)  
 541-693-5717

**Region 8-** Morrow, Umatilla, Union, Wallowa, Baker,  
 Grant, Harney, Malheur  
 Lon Thornburg  
 Intermountain ESD  
[Lon.thornburg@imesd.k12.or.us](mailto:Lon.thornburg@imesd.k12.or.us)  
 541-966-3162

# Educator Institute on Networking and Transition

Revised: August 11th 2014

## School Districts & ESDs



\* Representation from district at one or more sessions



## Transition Planning Checklist for IEP Teams:

- The invitation includes the student
- We have written consent from the parent or adult student to invite any outside agency
- We clearly identify the student's preferences, interests, needs, and strengths (PINS) in the IEP
- The PINS are developed from the age appropriate transition assessments
- Our Postsecondary goals include:
  - Employment
  - Training
  - Education
  - Independent Living (if appropriate)
- Our course of study covers each year between now and expected graduation
- Our annual goals support the postsecondary goal
- We gave the parent and student notice that education rights will transfer at least one year before the student turned 18
- We notified the student in writing on his/her 18<sup>th</sup> birthday that rights have transferred

## IEP TEAM MEETING NOTICE

Informs parent and student that consideration of postsecondary goals and transition services will be addressed

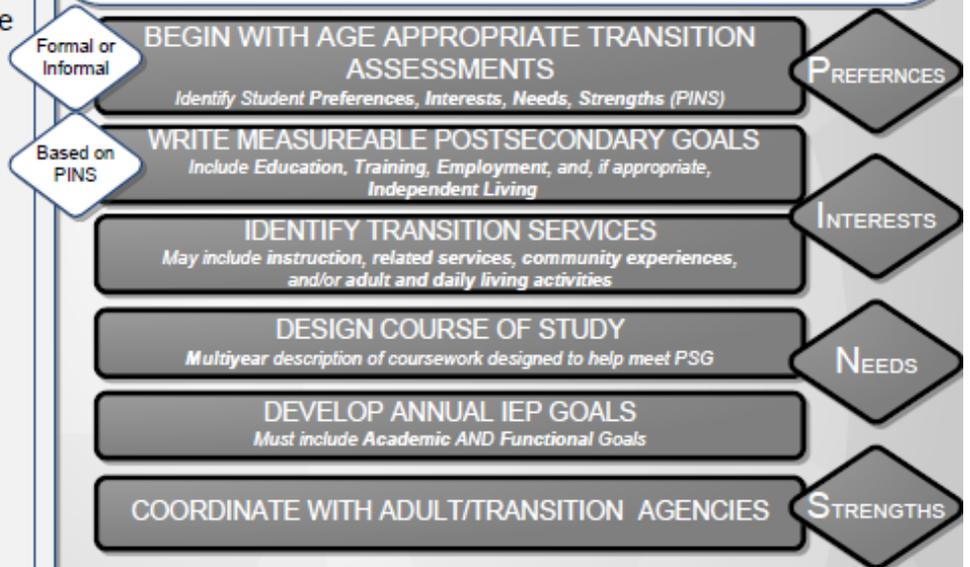
Invitation Must Include:



Invitation May Also Include:

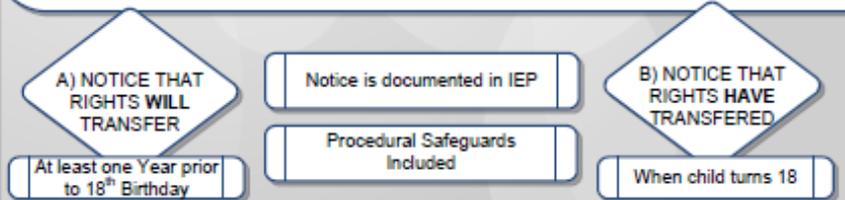


## IEP MEETING/TRANSITION PLANNING



## AGE OF MAJORITY

Law: Not an IEP Team Decision



## Purpose of Universal Design for Learning Curriculum (UDL)

The purpose of UDL curricula is not simply to help students master a specific body of knowledge or a specific set of skills, but to help them master learning itself—in short, to become [expert learners](#). Expert learners have developed three broad characteristics. They are:

- a) strategic, skillful and goal directed;
- b) knowledgeable, and
- c) purposeful and motivated to learn more.

Designing curricula using UDL allows teachers to remove potential barriers that could prevent learners from meeting this important goal.

## Components of UDL Curriculum

Four highly interrelated components comprise a UDL curriculum: goals, methods, materials, and assessments. Here we explain differences between traditional and UDL definitions of each component.

**Goals** are often described as learning expectations. They represent the knowledge, concepts, and skills all students should master, and are generally aligned to [standards](#). Within the UDL framework, goals themselves are articulated in a way that acknowledges learner variability and differentiates goals from means. These qualities enable teachers of UDL curricula to offer more options and alternatives—varied pathways, tools, strategies, and scaffolds for reaching mastery. Whereas traditional curricula focus on content or performance goals, a UDL curriculum focuses on developing “expert learners.” This sets higher expectations, reachable by every learner.

**Methods** are generally defined as the instructional decisions, approaches, procedures, or routines that expert teachers use to accelerate or enhance learning. Expert teachers apply evidence-based methods and differentiate those methods according to the goal of instruction. UDL curricula facilitate further differentiation of methods, based on learner variability in the context of the task, learner’s social/emotional resources, and the classroom climate. Flexible and varied, UDL methods are adjusted based on continual monitoring of learner progress.

**Materials** are usually seen as the media used to present learning content and what the learner uses to demonstrate knowledge. Within the UDL framework, the hallmark of materials is their variability and flexibility. For conveying conceptual knowledge, UDL materials offer multiple media and embedded, just-in-time supports such as [hyperlinked](#) glossaries, background information, and on-screen [coaching](#). For strategic learning and expression of knowledge, UDL materials offer tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways. For engaging with learning, UDL materials offer alternative pathways to success including choice of content where appropriate, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation.

**Assessment** is described as the process of gathering information about a learner’s performance using a variety of methods and materials in order to determine learners’ knowledge, skills, and motivation for the purpose of making informed educational decisions. Within the UDL framework, the goal is to improve the accuracy and timeliness of assessments, and to ensure that they are comprehensive and articulate enough to guide instruction – for all learners. This is achieved in part by keen focus on the goal, as distinct from the means, enabling the provision of supports and scaffolds for construct irrelevant items. By broadening means to accommodate learner variability, UDL assessments reduce or remove barriers to accurate measurement of learner knowledge, skills, and engagement.

With minor editing, page taken from: <http://www.udlcenter.org/aboutudl/udlcurriculum>

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## Universal Design for Learning Guidelines<sup>7</sup>

Provide Multiple Means of <b>Engagement</b> <i>Purposeful, motivated learners</i>	Provide Multiple Means of <b>Representation</b> <i>Resourceful, knowledgeable learners</i>	Provide Multiple Means of <b>Action and Expression</b> <i>Strategic, goal-directed learners</i>
Provide options for self-regulation <ul style="list-style-type: none"> <li>● Promote expectations and beliefs that optimize motivation</li> <li>● Facilitate personal coping skills and strategies</li> <li>● Develop self-assessment and reflection</li> </ul>	Provide options for comprehension <ul style="list-style-type: none"> <li>● Activate or supply background knowledge</li> <li>● Highlight patterns, critical features, big ideas, and relationships</li> <li>● Guide information processing, visualization, and manipulation</li> <li>● Maximize transfer and generalization</li> </ul>	Provide options for executive functions <ul style="list-style-type: none"> <li>● Guide appropriate goal-setting</li> <li>● Support planning and strategy development</li> <li>● Enhance capacity for monitoring progress</li> </ul>
Provide options for sustaining effort and persistence <ul style="list-style-type: none"> <li>● Heighten salience of goals and objectives</li> <li>● Vary demands and resources to optimize challenge</li> <li>● Foster collaboration and community</li> <li>● Increase mastery-oriented feedback</li> </ul>	Provide options for language, mathematical expressions, and symbols <ul style="list-style-type: none"> <li>● Clarify vocabulary and symbols</li> <li>● Clarify syntax and structure</li> <li>● Support decoding text, mathematical notation, and symbols</li> <li>● Promote understanding across languages</li> <li>● Illustrate through multiple media</li> </ul>	Provide options for expression and communication <ul style="list-style-type: none"> <li>● Use multiple media for communication</li> <li>● Use multiple tools for construction and composition</li> <li>● Build influences with graduated levels of support for practice and performance</li> </ul>
Provide options for recruiting interest <ul style="list-style-type: none"> <li>● Optimize individual choice and autonomy</li> <li>● Optimize relevance, value, and authenticity</li> <li>● Minimize threats and distractions</li> </ul>	Provide options for perception <ul style="list-style-type: none"> <li>● Offer ways of customizing the display of information</li> <li>● Offer alternatives for auditory information</li> <li>● Offer alternatives for visual information</li> </ul>	Provide options for physical action <ul style="list-style-type: none"> <li>● Vary the methods for response and navigation</li> <li>● Optimize access to tools and assistive technologies.</li> </ul>



<sup>7</sup> CAST (2012). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA: Author.

<sup>7</sup> Source URL: [http://www.udlcenter.org/aboutudl/udlguidelines\\_theorypractice](http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice)

## Guide to Common Core State Standards

*“Common Core State Standards are the academic content standards recently adopted by Oregon and most other states across the country. All Oregon students will be assessed on how they are meeting the standards on new tests – known as the Smarter Balanced assessment – starting in the 2014-15 school year.”*

Betsy Miller-Jones Executive Director, Oregon School Board Association

### **What are Common Core State Standards?**

These academic standards are shared nationally among participating states, including Oregon, to ensure that all students are college- and career-ready by high school graduation. Adoption of the standards is designed to provide benefits such as:

- Allowing teachers to focus on high-quality instruction by encouraging them to align and share lessons, effective teaching strategies and assessments. Proficiency-based teaching and learning can also be supported by the rigorous real-life expectations contained in the Common Core State Standards.
- Developing skills for 21<sup>st</sup> century jobs, since the standards integrate literacy into multiple subjects. In addition to English and math, the standards integrate literacy into science, social studies and technical subjects – better preparing students for college and careers.
- Providing consistency nationally so that students who move from state to state will transition more easily and require less remediation.

### **How did Common Core State Standards come to Oregon?**

Common Core State Standards stem from a 2009 partnership of the National Governors Association for Best Practices and the Council of Chief State School Officers. Forty-eight states, including Oregon, agreed to help develop national standards for college and career readiness, and set a series of grade-level standards tied to that end goal. Development of the standards was a voluntary effort involving parents, teachers and school administrators – more than 10,000 public comments were weighed during the process. Oregon has been involved since inception: the state's Department of Education and Oregon educational professionals reviewed drafts and provided feedback throughout.

In October 2010, the state Board of Education adopted Common Core State Standards for: 1) English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and 2) Mathematics. That action made those standards the foundation of the K-12 Oregon Diploma.

The state Board of Education is the public body that establishes policy for elementary, secondary and community colleges (ORS 326.011). The state Board of Education is also responsible for establishing state standards for public kindergartens, elementary and secondary schools (ORS 326.051).

### **What is a local school board's responsibility?**

Local school boards do not adopt the Common Core State Standards. A local board is responsible for the adoption of policies (required by the Division 22 standards) that ensure the district

implements state-adopted academic standards. Local boards are held accountable through the annual signing of assurance to the Division 22 standards submitted to the Oregon Department of Education.

### **What is the ODE doing?**

In consideration of students that are considered "transition age", special educators are being supported to develop IEPs that support post-secondary goals and outcomes. The connection to the standards is found within the skills in math, English language arts, science, and English language acquisition that will create access points towards self-determination. This work will continue as changes occur in special education processes, assessment, and the state IEP form.

Currently, **ODE has implemented guidance for developing “Standards-based IEPs”**. Information about this process can be found on the ODE webpages that relate to **Common Core State Standards and Students with Disabilities**. This information can be found at <http://www.ode.state.or.us/search/page/?id=4157>.

### **Resources**

Additional information on Common Core and student achievement can be found on OSBA's website at <http://bit.ly/1aOw9mq>.

The Alliance for Excellent Education has created a comprehensive background document called Common Core State Standards 101, which can be found at <http://bit.ly/17L45tW>.

# What Is Smarter Balanced?

## What is CCSS Assessment?

- Oregon's statewide assessment (the Smarter Balanced Assessment) for English Language Arts and Mathematics is aligned to the Common Core State Standards (CCSS).

## Who will take the Smarter Balanced Assessments?

- All students in grades 3-8 & high school are expected to participate in the Smarter Balanced Assessments.

## What are accessibility supports?

- Accessibility supports are intended to reduce or even eliminate the effects of a student's learning challenges during instruction and on the results of assessments. Implemented appropriately, these supports should not reduce learning expectations, nor should they give a student an unfair advantage over his or her classmates. Use of these supports during administration of an Oregon statewide assessment is based on individual student need and should not impact the validity of the assessment results. Since students will have previous experiences with those supports selected for use on statewide assessments, many of the same supports are typically used during instruction.

## What is a Smarter – OAKS Accessibility Crosswalk?

- The Smarter – OAKS Accessibility Crosswalk is intended to identify the changes as well as what has remained the same in terms of supports available to students participating in the statewide assessments in prior years with those available for students participating in the current Smarter Balanced Assessments.

## What are the accessibility supports for modification tables?

- A modification is any practice or procedure that compromises the intent of the assessment through a change in the learning expectations, construct, or content that is to be measured, grade-level standard, or measured outcome of the assessment that is not authorized explicitly by the Oregon Accessibility Panel and listed in the state's Oregon Accessibility Manual(OAM). Any change away from a standard administration that is not listed in the OAM is considered a modification.
- Assessments taken under any modified condition are counted as non-participants in all state and federal accountability measures and reports. The Modifications Tables located at <http://www.ode.state.or.us/search/page/?id=540> provide examples of situations in which student testing does not provide comparable outcomes and therefore students are counted as non-participants for accountability purposes; this is not a complete or exhaustive list. Changes may occur in the Modifications Table based on review by the Oregon Accessibility Panel.

## Who should I contact in my district to understand the implementation of SMARTER BALANCED?

- Contact your district test coordinator for additional information regarding the implementation of Smarter Balanced Assessments in your district.

## Does each School District have a coordinator for SMARTER BALANCED?

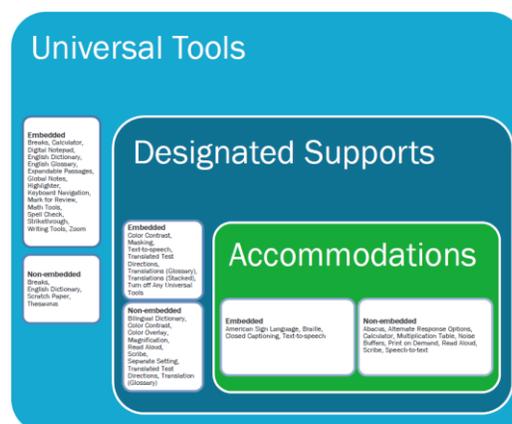
- Yes, your district test coordinator.

## What is required for Essential Skills?

- Essential Skills requirements can be found at <http://www.ode.state.or.us/search/page/?id=2042>

## Would you list all accommodations needed for testing on IEP pages?

- Yes. Consult the following 2014-15 Oregon Statewide Assessments: Guidance for Documenting Accommodations on IEPs at



<http://www.ode.state.or.us/search/page/?id=487> for additional information.

### **Assessments (ELA & Math) and Essential Skills Information and Resources**

Oregon, with the other Governing States and Smarter Balanced staff, are implementing the summative, interim, and formative assessment for mathematics and English language arts beginning in the 2014-2015 school year. Additional information and resources to support teachers and students in the implementation of this assessment can be found at the following:

- Statewide Assessment Reference Pages at <http://www.ode.state.or.us/search/results/?id=169>
- For additional information contact your Regional Assessment Support Partners. <http://www.ode.state.or.us/wma/teachlearn/testing/oaks/esdpartners1314.pdf>
- Common Core State Standards--Assessment <http://www.ode.state.or.us/search/page/?id=3298>
- For additional information contact Kathleen Vanderwall at [Kathleen.vanderwall@state.or.us](mailto:Kathleen.vanderwall@state.or.us)
- Statewide Assessment Accessibility Supports (formerly Accommodations Manual) at <http://www.ode.state.or.us/search/page/?id=487>

### **Statewide Assessment Accessibility Supports**

In Oregon, the statewide assessment accessibility supports (formerly the Accommodations Tables) are available to all students—although the decision to apply them must be based on an evaluation of individual student need. There are accessibility supports tables for the Smarter Balanced assessments (i.e., ELA and Mathematics), OAKS (**Science and Social Sciences**), Extended assessment, Kindergarten assessment, and the English Language Proficiency (ELPA) assessment. These tables explain and regulate the allowable supports for all students during the administration of assessments. NOTE: If you would like to recommend instructional strategies to be included in the accessibility supports and/or modifications tables for the statewide assessments or Work Samples, please see Appendix E of the Oregon Accessibility Manual at <http://www.ode.state.or.us/search/page/?id=487> For additional information contact Brad Lenhardt at [Brad.Lenhardt@state.or.us](mailto:Brad.Lenhardt@state.or.us)

### **Work Samples**

Work Samples are a representative sample of individual student work (e.g., research paper, science experiment, speaking presentation) that is scored using an official state scoring guide for Writing, Speaking, Mathematics Problem Solving, Scientific Inquiry, and optional Social Science Analysis at each school. Work Samples are administered in grades 3-8 and at High School.

### **Essential Skills**

The Essential Skills are cross-disciplinary skills necessary for success in college and career. Essential Skills are a part of the Oregon Diploma and articulate the skills that all students should have at the end of high school; the skills that students are building through their school experiences starting in kindergarten.

Essential Skills information can be found at <http://www.ode.state.or.us/search/page/?id=2042>  
For additional information contact Derek Brown at [Derek.Brown@state.or.us](mailto:Derek.Brown@state.or.us)

### **Alternate (“Extended”) Assessment**

Oregon is planning to administer the Extended Assessment for 2014-15 the same as in prior years. However, with the creation of the Common Core State Standards, the Oregon Department of Education has developed a process (approved by the State Board) for evaluating and identifying an alternate **assessment based on alternate achievement standards linked to the CCSS**. This process can be found at <http://www.ode.state.or.us/search/results/?id=178>



## Accommodations for English Language Learners and Students with Disabilities: A Research-Based Decision Algorithm

Table 4.  
*Overall Decisions for Accommodation Use for Students with Disabilities*

Accommodation	Overall Usage Decision
Test administration <u>directions</u> that are simplified or clarified (does not apply to test questions)	Use Access
Test <u>questions</u> read aloud to student or use audio, not visual CD presentation (Math, Science, History/Social Science only, <u>not</u> ELA)	Use/ Minor Risk
Test <u>questions</u> read aloud to student by teacher or electronic media-ELA	Use/ Minor Risk Access
Manually Coded English or American Sign Language to present <u>directions</u> for administration	Use/ Minor Risk
Manually Coded English or American Sign Language to present <u>test questions</u> (Math, Science, History/Social Science)	Use/ Minor Risk
Manually Coded English or American Sign Language to present <u>test questions</u> -ELA	Use/ Minor Risk
Large-print versions/ Test items enlarged if font larger than required on large-print versions	Use Access
Braille transcriptions provided by the test contractor	Use/ Minor Risk
Calculator on mathematics tests (if not part of the focal construct)	Use Access
Calculator on the science tests (if not part of the focal construct)	Use/ Minor Risk Access
Arithmetic table or formulas (not provided) on the mathematics tests if not part of the focal construct	Use/ Minor Risk Access
Arithmetic table or formulas (not provided) on science tests if not part of the focal construct	Use/High Risk
Math manipulatives on mathematics tests (if they don't interact with intended construct)	Use/Moderate Risk
Math manipulatives on science tests (if they don't interact with intended construct)	Use/Moderate Risk
Commercial Dictionary	Not Use
Customized Dictionary/glossary (content-related terms removed)	Use Access
Pop-up Glossary (CBT) (content related terms excluded)	Use Access
Computer Use (including word processing software with spell and grammar check tools turned off for essay responses to writing portion of a test)	Use Access
Audio amplification equipment	Use/ Minor Risk, Access
Colored overlay, mask, or other means to maintain visual attention	Use/ Minor
Special lighting or acoustics; special or adaptive furniture such as keyboards, larger/anti-glare screens	Use/ Minor Risk
Visual magnifying equipment	Use/ Minor Risk Access
Assistive device that does not interfere with the independent work of the student on the multiple-choice and/or essay responses (writing portion of the test) (i.e. handheld optical magnifiers, screen readers, magnification software, speech recognition system, physical supports or assists	Use/ Minor Risk

Copied from: <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/08/Accommodations-for-under-represented-students.pdf>

## Educational Evaluation Report Review and Functional Limitation Statement Impediment to Employment

Student/Client Name: \_\_\_\_\_

Date Reviewed: \_\_\_\_\_

Following review of the attached Rehabilitative and Educational Report[s], the conditions detailed therein continue to exist and constitute a substantial impediment to employment for the above named individual.

These conditions would present as the following limitations in functional capacity checked below:

### Examples of Language

	Vocational Rehabilitation Language	Educational Language
<b>Communication</b>	Client is unable to communicate verbally	Student's speech is not clear enough to be understood by peers and staff
	Client does not readily understand others	Student is often asked to repeat herself
	Client is not readily understood by others.	Student cannot clearly tell the teacher/aide what he needs.
	Client is unable to converse via telephone.	
	Client is unable to initiate or sustain conversation.	
	Client may be limited to single words or short phrases.	
	Client's speech is rambling or illogical.	
	Client talks and interrupts excessively.	
	Client is unable to use formal language of any type (spoken or sign).	
	Client is unable to follow written instructions or interpret written materials.	
<b>Interpersonal</b>	Client is unable to understand/demonstrate interaction or behavior appropriate to a worksite.	Student has few friends.
	Client has insufficient psychological/social interaction for participation in desired activities.	Student does not answer when spoken to.
	Client is unable to determine appropriate social response to others	Student does not know when teacher is giving constructive criticism
	Client demonstrates isolation/withdrawal from co-workers	Student does not understand how to work on teams
	Client is unable to effectively resolve conflict with co-workers.	
	Client has spotty, intermittent work history	
<b>Motor Skills</b>	Client does not have control and coordination of fine/gross motor movements	Student is unable to write and work with the fine skills of his hands
	Client is unable to perform tasks at a competitive work pace	Student is unable to participate in physical education
	Client moves slower than average	Student needs extra time to complete assignments/tests
	Client fatigues easily	Student has accommodations /modifications on IEP to assist with lack of energy

	Vocational Rehabilitation Language	Educational Language
<b>Self-Care</b>	Client needs monitoring to prevent injury	Student is not able to get to class on time and organize work for each class
	Client has a history of poor decision making or unaware of consequences of behavior	Student has trouble deciding what he wants to do after he completes high school
	Client requires personal care attendant	Student is impulsive and/or behaves without thought toward consequences
	Client is unable to manage money or finances	
<b>Self-Direction</b>	Client requires levels of supervision not consistent with competitive employment	Student is able to read/listen to and follow directions
	Client's cognitive deficits impair work quality or productivity	Student can complete homework assignments
	Client has difficulty generalizing, transferring and/or assimilating information (written, spoken, receptive or expressive)	Student can learn appropriate behavior in the resource room but then cannot generalize that appropriate behavior to her general classes
<b>Work Skills</b>	Client's reading, spelling, math at/below 5 <sup>th</sup> grade level	Student is unable to work on an assignment for a reasonable amount of time
	Client has difficulty learning new tasks	Student is often tardy for class or school
	Client has limited task sequence recall ability	Student is unable to start an assignment without being told to start
	Client requires accommodations or Rehabilitation Technology	
	Client has significantly reduced speed.	
<b>Work Tolerance</b>	Client is unable to sustain attention sufficient to perform essential functions of job	Student has a shortened school day
	Client lacks physical or emotional stamina to perform essential functions of job	Student cannot sit still for a regular class period
	Client misses more than two (2) days each month	Student is unable to get along with teachers, aides, and fellow classmates

Name (Please Print): \_\_\_\_\_

Signed: \_\_\_\_\_

Position: \_\_\_\_\_

Credentials: \_\_\_\_\_

## Template: IEP DISCUSSION STARTERS - Education, Training

The IEP Team could consider the following areas of planning, academic, and functional skills to prepare the student for the next step in life. *None of these lists are "all-inclusive" of the planning, academic or functional skills needed. They are simply suggestions to generate discussion for the IEP Team.*

	IEP Team should consider:		
	Planning	Academic Skills	Functional Skills
<p>For the young person with a disability planning to go on to:</p> <p><b>post-secondary education</b></p>	<ul style="list-style-type: none"> <li>• College planning</li> <li>• College tuition</li> <li>• Vocational training</li> <li>• Personal living skills</li> <li>• Career assessment</li> <li>• Career counseling</li> <li>• Assistive technology</li> <li>• Complete college/vocational school application forms</li> <li>• Complete financial aid forms</li> </ul>	<ul style="list-style-type: none"> <li>• Type of Diploma working toward</li> <li>• Research Skills</li> <li>• Quality skills in reading, writing, and math</li> <li>• Good test taking skills</li> <li>• Research and write topical papers</li> <li>• Take good notes</li> <li>• Summarize content information, analyze information, and compare and contrast topics</li> </ul>	<ul style="list-style-type: none"> <li>• Money Management</li> <li>• Time Management</li> <li>• Personal Hygiene</li> <li>• Taking initiative</li> <li>• Make complex work-related and personal decisions</li> <li>• Seek out assistance when needed.</li> <li>• Quality self-advocacy skills.</li> </ul>
<p>Student Name:</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

## Template: IEP DISCUSSION STARTERS - Employment

The IEP Team should consider the following areas of planning, academic, and functional skills to prepare the student for the next step in life. *None of these lists are "all-inclusive" of the planning, academic or functional skills needed. They are simply suggestions to generate discussion for the IEP Team.*

	IEP Team should consider:		
	Planning	Academic Skills	Functional Skills
<p>For the young person with a disability who needs some assistance when moving into the <b>world of work or in retaining a job</b></p>	<ul style="list-style-type: none"> <li>• On-the-job training</li> <li>• Job seeking skills training</li> <li>• Job placement</li> <li>• Resume preparation</li> <li>• Assistance with independent living</li> <li>• Short-term job coaching</li> <li>• Counseling and guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate skills in reading, writing, and math</li> <li>• Interview, write resumes, and cover letters</li> <li>• Search jobs online</li> <li>• Good computer skills</li> <li>• Operate various tools such as cash register and other tools for calculation of items or money.</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuality</li> <li>• Manage a daily schedule</li> <li>• Taking orders from others</li> <li>• Transfer learning from one job to another</li> <li>• Make simple work-related decisions</li> <li>• Work six-eight hours a day</li> <li>• Problem solving skills</li> <li>• Use public transportation</li> </ul>
<p>Student Name:</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

## Template: IEP DISCUSSION STARTERS - More Intensive Supports

The IEP Team should consider the following areas of planning, academic, and functional skills to prepare the student for the next step in life. *None of these lists are "all-inclusive" of the planning, academic or functional skills needed. They are simply suggestions to generate discussion for the IEP Team.*

	IEP Team should consider:		
	Planning	Academic Skills	Functional Skills
For the young person with a disability needing <b>more intensive support</b> to gain, retain, or prepare for employment	<ul style="list-style-type: none"> <li>• Vocational assessment</li> <li>• Supported employment</li> <li>• Work adjustment</li> <li>• Community-based assessment</li> <li>• Job coaching</li> <li>• Important skill information</li> <li>• Referral to community programs</li> </ul>	<ul style="list-style-type: none"> <li>• Tell time</li> <li>• Basic skills in reading, writing, and math</li> <li>• Complete application with assistance</li> <li>• Keep track of hours worked</li> <li>• Identify and follow safety/danger signs in work place</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Follow work rules</li> <li>• Work for six-eight hours a day given breaks for disability</li> <li>• Follow directions</li> <li>• Use public transportation</li> <li>• Learn new task with specialized instruction</li> <li>• Communicate needs effectively</li> <li>• Adjust to change in routine</li> <li>• Perform tasks at an adequate work pace</li> </ul>
Student Name:	•	•	•

## HOW DO I COMPLETE THE SUMMARY OF PERFORMANCE (SOP)?

IDEA 2004 requires a Summary of Performance (SOP) for some exiting special education students. It is a document which summarizes the student's academic achievement and functional performance; the student's post-secondary goals; and recommendations to assist the student in meeting those post-secondary Goals.

### WHO RECEIVES AN SOP?

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

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

### WHY SHOULD I COMPLETE THIS FORM?

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

### WHO WRITES THE SOP?

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

### EXAMPLES

Summary of Performance examples prepared for the 2013-14 transition resources booklet (Alex, Rolanda, and Allison) have been included in the Teacher/Case Manager section of the 2014-15 booklet. The full set of 2013-14 materials included case study reports, transition planning examples, IEP discussion starters, and samples of Post-Secondary Goals for each of these sample students.

<u>WHAT is needed to complete the SOP</u>	<u>HOW do I determine what is in this section?</u>	<u>WHERE do I find this information?</u>	<u>WHAT do I do with this information?</u>
Summary of Student's Academic Achievement and Functional Performance	<ul style="list-style-type: none"> <li>• How has the student's disability affected the student's academic achievement and functional performance?</li> <li>• What are the student's academic and functional strengths?</li> <li>• What are the results of the student's most recent state or district assessments?</li> <li>• What are the results of any college entrance examinations (e.g. SAT, ACT)?</li> <li>• What are the results of the most recent special education evaluation of the student?</li> <li>• Is the student graduating</li> </ul>	<ul style="list-style-type: none"> <li>• Present Level of Academic Achievement and Functional Performance (PLAAFP)</li> <li>• PLAAFP or Assessment Reports</li> <li>• PLAAFP, Student Individual Files or District Assessment Coordinator</li> <li>• PLAAFP, School Counselor, Student Individual Files</li> <li>• PLAAFP, School Counselor, Student Individual Files, Evaluation Reports</li> <li>• Individualized Educational Program (IEP), Student Individual Files</li> <li>• Student Individual Files,</li> </ul>	<ul style="list-style-type: none"> <li>• Transfer any applicable information from the second column to the form.</li> <li>• Try to arrange the information in a logical order (e.g., chronological, importance, types etc.)</li> <li>• The information may be separated into two categories 1) academic achievement and 2) functional performance</li> <li>• Write this summary clearly and coherently that will portray the student in the most realistic manner.</li> <li>• Be aware that a future employer or college</li> </ul>

<b>WHAT</b> is needed to complete the SOP	<b>HOW</b> do I determine what is in this section?	<b>WHERE</b> do I find this information?	<b>WHAT</b> do I do with this information?
	<p>with a regular diploma, a modified diploma, extended diploma or alternate certificate?</p> <ul style="list-style-type: none"> <li>• Did the student achieve any honors or special awards in high school?</li> <li>• Did the student achieve any vocational or extracurricular accomplishments in high school?</li> <li>• Is there any information about functional performance in the following domains: Interpersonal, Mobility, Self-Care Skills, and Motor Skills?</li> </ul>	<p>District Newsletters, yearbooks</p> <ul style="list-style-type: none"> <li>• Student Individual Files, District Newsletters, yearbooks, PLAAFP (student strengths)</li> <li>• PLAAFP, Student Individual Files, Individualized Educational Program (IEP), Evaluation Reports, IEP meeting notes.</li> </ul>	<p>administrator may be reading your summary</p>
Student's Post-secondary Goals	Look at the previous and current post-secondary goals.	Individualized Educational Program (IEPs) since the year the student turned 16.	<ul style="list-style-type: none"> <li>• State the <u>current</u> post-secondary goals.</li> <li>• You may want to summarize the previous goals and explain how the student's goals have evolved into the final/current goals.</li> <li>• You may want to list other educational, employment or living options in which the student has shown significant interest.</li> </ul>
Recommendations to Assist Student in Meeting Post-secondary Goals	Write any recommendations for assisting the student in meeting post-secondary goals after the student exits from K-12 education.	<ul style="list-style-type: none"> <li>• Academic, functional, and/or behavioral annual goals on the IEPs.</li> <li>• The service page of the IEP.</li> <li>• IEP meeting notes that delineate what interventions have worked and those that have not worked.</li> <li>• Behavioral Intervention Plans</li> <li>• Reports from employers during work experience while enrolled in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop recommendations for accommodating the student's disability in the workplace or post-secondary education setting.</li> <li>• Develop recommendations for Academic or Functional interventions that were successful or unsuccessful in high school.</li> </ul>

**Resources:**

- ODE Sample Summary of Performance Form <http://www.ode.state.or.us/pubs/forms/schoolage/1278-P.pdf>
- Transition Community Network <http://tcntransition.org/>

## EXAMPLE OF SOP FOR ALEX



### Summary of Performance

Student Name Alex Jones Birth Date 4/10/1996 Student  
ID# 304236

Attending School Mid-County High School Case Manager Jory Hamish

Anticipated Exit Date 06/2014 (mm/yy)

#### **Summary of Student's Academic Achievement and Functional Performance:**

*Alex is a 17 year old student with autism. He receives special education services in a Eugene area high school. At school, Alex receives instruction both in the classroom and in the community to improve his vocational, academic, and social skills. He is working toward a modified diploma. He is currently participating in community-based training in an office setting completing tasks such as data entry and spreadsheet development.*

*Alex reads grade level texts independently; however, he demonstrates deficits in reading comprehension and oral expression. In elementary and middle school, he participated in general education math course and maintained a B average. In high school, he received two years of Tech Math, opting out of standard courses of Algebra I, II, and Geometry.*

*After school, Alex works part-time at Office Depot entering numerical data to keep track of stock and services rendered by store staff.*

#### **Student's Post-Secondary Goals:**

##### Education and Training

*After graduation from high school, Alex will enroll at ITT Technical Institute (a technical school and take a business math class to improve his work related math skills and to advance his career in business.*

##### Employment

*After finishing high school Alex will increase his work hours from 10 hours per week to 20 hours per week in the business department of a local office supply store with temporary supports provided through Vocational Rehabilitation.*

##### Independent Living

*Upon completion of high school, with the assistance of the Springfield OVRs Office, Alex will develop better communication skills with supervisors.*

#### **Recommendations to Assist Student in Meeting Post-Secondary Goals:**

*Contact should be made at the Springfield OVRs Office to determine Alex's Counselor. That person should be in close contact with the place of business.*

Communication: *Alex knows that at times his speech is not understood by people he does not know, so sometimes he avoids talking to people he does not know well. One person in authority should be designated his "friend" so that he can communicate freely with that person, especially about issues of safety.*

Self-direction: *He is diligent and methodical in completing the varied tasks assigned to him.*

Work Skills: *His behavior is appropriate at work and he has expressed that he likes working. He is punctual each day, and he is willing to stay late when needed. Alex is detail-oriented and reviews each column of numbers several times before moving on to type another column. This results in slower production rates in comparison to other workers who complete similar tasks.*

Interpersonal Skills: *Alex may be intimidated by people in authority because he knows that they have the ability to fire him, a fact that his teachers at school presented during a unit about behavior in the workplace. Alex has perseverated on this fact, making him afraid to talk to people in authority. Alex should be encouraged to have good communication with people in authority and he should be assured that his job is not easily in jeopardy.*

Name/Title: Sara Whittington/Case Manager Phone: 541-123-4567

School: Mid-County High School Date: 4/17/2014

## EXAMPLE OF SOP FOR ROLANDA



### Summary of Performance

Student Name Rolanda Smith Birth Date 2/4/1995 Student ID# 266557

Attending School East End High School Case Manager Anne Jackson

Anticipated Exit Date 06/2014 (mm/yy)

#### **Summary of Student's Academic Achievement and Functional Performance:**

*Rolanda is an 18 year old student with multiple disabilities. She is a non-ambulatory teenager with a profound cognitive disability.*

*Rolanda is a friendly, alert student who is responsive to music. Her family will take her most places, as long as no food is served there, because Rolanda gets upset when others eat around her.*

*Rolanda's parents plan is that Rolanda will live with them for approximately 20 years. At that point they will seek supported housing in a group home, or with a relative who is willing to care for her. Her parents are willing to implement a program that will benefit Rolanda at home, yet they are concerned that she could benefit from technology that they do not have the skills to utilize effectively. They also feel that it is important that Rolanda spend her days working to the best of her ability so that she gains skills and feel a sense of accomplishment.*

#### **Student's Post-Secondary Goals:**

##### *Education and Training*

After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.

##### *Employment*

Immediately after graduation, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.

##### *Independent Living*

After graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.

#### **Recommendations to Assist Student in Meeting Post-Secondary Goals:**

*Contact should be made at the OVRs Office to determine Rolanda's Counselor. Contact should also be made with Community Pathways, Inc to determine her brokerage contract.*

*Mobility: Rolanda has athetoid cerebral palsy that impacts all motoric functioning*

*Self Care: Until the age of 12, Rolanda ate soft and pureed foods in small amounts several times a day. Due to choking concerns that scared her parents and teachers, doctors decided that it was necessary at that point for Rolanda to gain nutrition through a g-tube that another person connects to a source of nutritional liquid. Currently, Rolanda breathes with the assistance of a ventilator through her tracheotomy.*

*Although her parents are young and strong right now, it is still important to them that Rolanda provides as much assistance as possible in self-care tasks such as transferring from her wheelchair to the floor, the bed, and to other adaptive furniture throughout the house as well as hygiene tasks.*

*Communication: She communicates desires and needs inconsistently through switches and picture symbols.*

*Social Security Income: Rolanda's parents would also like additional information about financial planning and social security income to help them make informed decisions about Rolanda's security in the future.*

Name/Title: Freda Krause/Case Manager Phone: 503-123-4567

School: East End High School Date: 3/16/2014

# EXAMPLE OF SOP FOR ALLISON



## Summary of Performance

Student Name Allison Everett Birth Date 1/30/1995 Student ID# 994662

Attending School East End High School Case Manager Anne Jackson

Anticipated Exit Date 06/2014 (mm/yy)

### **Summary of Student's Academic Achievement and Functional Performance:**

Allison is an 18 year old student with a specific learning disability in reading comprehension and written expression. She is a friendly student who has several friends and interests outside of school. Allison's oral expression skills are strengths for her as are her interpersonal skills. Academically she has maintained B's with a C in Chemistry during her 10<sup>th</sup> and first half of 11th grade school years.

Allison's older sister graduated from college and is finishing up her first year teaching first grade at an elementary school. Allison likes to go to her sister's classroom after school and on the weekends to help her sister make materials for lessons. Allison decided that she wants work with pre-schoolers or kindergarteners, but she is not sure if she wants to be classroom teacher.

Allison's parents are concerned that she does not have the organizational skills to effectively manage her study time as well as her social life. Allison has told her friends about her disability status. She views her disability as a challenge, and she realizes that her organizational skills could be a barrier to achieving her goals. She has committed herself to making changes to become more organized.

### **Student's Post-Secondary Goals:**

#### *Education and Training*

After graduation from high school, Allison will attend Eastern Oregon University and take coursework leading to a major in the area of Child Development.

#### *Employment*

After graduation from college, Allison will become an early childhood education teacher in Pendleton School District.

#### *Independent Living*

Upon entrance to Eastern Oregon University, Allison will access EOU Disability Services for assistance in note-taking and study partners.

### **Recommendations to Assist Student in Meeting Post-Secondary Goals:**

Contact should be made at the Eastern Oregon University Disability Services Office.

*Disability Services:* Allison has a specific learning disability in reading comprehension and written expression. Allison's oral expression skills are strengths for her as are her interpersonal skills. Academically she has maintained B's with a C in Chemistry during her 10<sup>th</sup> and first half of 11th grade school years.

Allison's teachers have suggested that Allison meet with a counselor and a representative from disability services on campus prior to the first semester to ensure that her college coursework is well-planned and that she has support to make decisions about her courses and to assist her in organization.

Name/Title: Sam Tulley/Case Manager Phone: 541-987-6543

School: East End High School Date: 3/16/2014

# Person Centered Planning

*"A person centered plan can help those involved with the focus person see the total person, recognize his or her desires and interests, and discover completely new ways of thinking about the future of the person."*

Beth Mount & Kay Zwernik, 1988

## **What is Person Centered Planning?**

Person Centered Planning is an ongoing problem-solving process used to help people with disabilities plan for their future. In person centered planning, groups of people focus on an individual and that person's vision of what they would like to do in the future. This "person-centered" team meets to identify opportunities for the focus person to develop personal relationships, participate in their community, increase control over their own lives, and develop the skills and abilities needed to achieve these goals. Person Centered Planning depends on the commitment of a team of individuals who care about the focus person. These individuals take action to make sure that the strategies discussed in planning meetings are implemented.

## **Purpose**

- *To look at an individual in a different way.*
- *To assist the focus person in gaining control over their own life.*
- *To increase opportunities for participation in the community.*
- *To recognize individual desires, interests, and dreams.*
- *Through team effort, develop a plan to turn dreams into reality.*

## **Who is involved in person centered planning?**

The focus person and whomever they would like can be involved. It is best when there is a facilitator and a person to record what is being shared. The facilitator should be a person that is neutral and unbiased, leads the group through the process, handles conflict and assures equal opportunity for all to participate. Others that may be included are parents/guardians, other family members, friends, professionals, and anyone else who has a personal interest in the person.

## **Where is person centered planning done?**

At focus person's home or somewhere comfortable, informal and hospitable.

## **When should person centered planning take place?**

At anytime in a person's life: It is best done before transition services are determined. Person centered planning can be a very useful tool to develop the transition plan.<sup>8</sup>

**Resource:** <http://factoregon.org/resources/person-centered-plan-samples/>

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<sup>8</sup> PACER Center, <http://www.pacer.org/tatra/resources/personal.asp> 2014.

## Person Centered Planning Facilitators

Name	Email	Town Lived In
Cheryl Cisneros	<a href="mailto:cheryldcisneros@gmail.com">cheryldcisneros@gmail.com</a>	Dallas
Laura Dahill	<a href="mailto:lauradahill@yahoo.com">lauradahill@yahoo.com</a>	Eugene
Cheryl Goeken	<a href="mailto:logoekens@comcast.net">logoekens@comcast.net</a>	Portland
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Whitnie Trost	<a href="mailto:wtrout1@gmail.com">wtrout1@gmail.com</a>	Tualatin
Brandy Foster	<a href="mailto:brandyfoster@gmail.com">brandyfoster@gmail.com</a>	Corvallis
Shauntel Hogan	<a href="mailto:dchogans@juno.com">dchogans@juno.com</a>	Tualatin
Neva Donaldson	<a href="mailto:nevajcdonny@yahoo.com">nevajcdonny@yahoo.com</a>	Eugene
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Jenn Lloyd	<a href="mailto:jennlloyd35@yahoo.com">jennlloyd35@yahoo.com</a>	Creswell, Eugene, Cottage Grove
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Dianna Hansen	<a href="mailto:dianna@factoregon.org">dianna@factoregon.org</a>	Central Oregon

## Person Centered Planning Facilitators

NEW- June 4-6, 2014 Class Professionals

Amy Elizev	<a href="mailto:amy@shangrilacorp.org">amy@shangrilacorp.org</a>	I think Marion
Andrea Brush	<a href="mailto:Andrea.brush@co.benton.or.us">Andrea.brush@co.benton.or.us</a>	Benton
Bruce Bell	<a href="mailto:bbell@thearcoregon.org">bbell@thearcoregon.org</a>	Marion
Carrie Salehiamin	<a href="mailto:Carrie.salehiamin@comcast.net">Carrie.salehiamin@comcast.net</a>	Portland
Champ Edward Rudolp	<a href="mailto:erudolph@pclpartnership.org">erudolph@pclpartnership.org</a>	Salem, Marion
Cody Yeates	<a href="mailto:Coddy@riseservicesinc.org">Coddy@riseservicesinc.org</a>	LaGrande
Elizabeth Steigleder	<a href="mailto:elizabethv@albertinakerr.org">elizabethv@albertinakerr.org</a>	Oregon City, Or
Jessie Pratt	<a href="mailto:jessiep@livingopps.org">jessiep@livingopps.org</a>	Medford
Kristin Lewton	<a href="mailto:InThisTogether@outlook.com">InThisTogether@outlook.com</a>	Troutdale
Linzey Walker	<a href="mailto:Linzey@independencenw.org">Linzey@independencenw.org</a>	Portland
Samatha Gifford	<a href="mailto:Samanthag@albertinakerr.org">Samanthag@albertinakerr.org</a>	Gresham
Sara Bookspan	<a href="mailto:sarab@UCPconnections.org">sarab@UCPconnections.org</a>	Portland area
Sheila Thomsen	<a href="mailto:sthomsen@pclpartnership.org">sthomsen@pclpartnership.org</a>	Linn/Benton

## Example of Person Centered Plan: Allison

### GOAL!!!

*Graduate from East End High School; attend Eastern Oregon University in Child Development. After graduation from EOU become an early childhood education teacher in Pendleton School district*

**Work in Pendleton School District**



### Continue Learning!

- Enroll at Eastern Oregon University
- Get disability services from EOU for assistance in note-taking and study partners.

### Graduate from High School

- Work on organizational skills
- Job shadow experiences with children
- Be aware of the accommodations I need for reading



### Allison's Plan for her future:

- |   |  |
|---|--|
| --Develop my organizational skills                                  | -- Visit Eastern Oregon University           |
| --Graduate from High School   | -- Find out more about working with children |
| --Plan the classes I need to graduate from EOU in Child Development | -- Explore teaching in the Pendleton area    |



## Example Person Centered Plan: Alex

### Alex's Transition Plan:

1. Practice Reading
2. Work at Home Depot part time
3. Talk to Springfield OVRs about communicating better
4. Graduate from South Eugene High School
5. Go to ITT Technical School



**GOAL!!!**

Alex is graduated, employed and ready to live independently in the community.

**Continue Learning!**

- Enroll in ITT Technical Institute
- Study business

**Enroll in Springfield OVRs**

- Develop better communication skills!



**Work at OFFICE DEPOT**

- Work part time -10 hrs per wk until I graduate
- After graduation work 20 hours per week

**Graduate from South Eugene High School**

- Practice Reading
- Take more math classes



## Example Person Centered Plan: Rolanda

### My Hopes and Dreams

- I want to live in a group home when I get out of school
- I want to keep learning how to take care of myself
- I want to be able to go to activities in the community like movies and the mall



*Feel Free to contact us anytime!*

*Mom 888.888.8888*

*Dad 888.888.8888*

*email@emailaddress.com*

### My Strengths and Skills

- I can use simple one-button communication devices
- I am able to use facial expressions to show happiness and disinterest.
- I like sensory stimulation activities
- I am curious and can stay awake for the whole day
- I enjoy activity around me



### *Rolanda Smith*

*I am 18 and go to East End High School. I live with my Mom and Dad and my Labrador Emma (dog). I don't have any brothers or sisters but I would like to make more friends.*



### What Works for Me:

- I am very friendly
- Give me time to talk to you through pictures and switches
- You will need to help me get in and out of my wheelchair
- I love music!
- I like to be around people
- I will give you a smile if I am pleased
- I will give you a blank stare if I'm not interested in what you are doing
- I like to use my switch to start the radio
- I like for people to talk to me



# Template: Person Centered Plan

<http://factoregon.org/resources/person-centered-plan-samples/>

[You can put a picture of your child in this box.]

[Your Child's Name]

[Your family's vision for your child]

[What strategies work best for your child/which don't?]

[Add another picture here.]

[Strengths, skills, and interests can be listed out here.]

[This space can be used to list goals for the school year; highlight achievements; or anything else you and/or your child would like to share.]

**SCHOOL DISTRICT TRANSITION SERVICES**

**ELIGIBILITY REQUIREMENTS**

- Student is on an Individual Education Plan (IEP)
- Student has received less than a standard diploma (modified, extended, alternative certificate, etc.)
- Student will turn 21 after the first day of the district’s school year.

**SERVICES OFFERED**

- Case management, life skills, employment skills and experiences and related services as determined by the IEP team during the school day and the school year.
- Youth Transition Program provides additional employment-related transition support

**AGENCY CONTACT INFORMATION**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**YOUR CONTACT NAME AND NUMBER:**

\_\_\_\_\_  
\_\_\_\_\_

**VOCATIONAL REHABILITATION**

**ELIGIBILITY REQUIREMENTS**

- Documentable physical or mental disability that impacts one’s ability to work
- Legal to work in the United States
- Disability is not Blindness or Deaf-Blindness (Commission for the Blind serves these individuals)

**SERVICES OFFERED**

- Finding and keeping a job that matches one’s skills, interests, and abilities (e.g. assessment, counseling, independent, living, assistive technology, training, job placement)
- Support is offered in pursuit of ongoing community-based competitive-wage employment options (not volunteer or sheltered work)
- May subcontract with community providers.

**AGENCY CONTACT INFORMATION**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**YOUR CONTACT NAME AND NUMBER:**

\_\_\_\_\_  
\_\_\_\_\_

**DEVELOPMENTAL DISABILITIES (DD) SERVICES/BROKERAGES**

**ELIGIBILITY REQUIREMENTS**

- Ability to establish intellectual disability before age 18 and developmental disability before age 22
- Be an Oregon Resident
- Recipient of Medicaid, SSI or SSDI (for a full range of services)
- Brokerages– serves individuals 18 years and older and are referred by DD through choice counseling

**SERVICES OFFERED**

- Case management, crisis intervention, protective service investigation and support, vocational services, residential services, comprehensive in-home supports, supported living, foster care
- Cannot duplicate school services
- May subcontract with community partners

**AGENCY CONTACT INFORMATION**

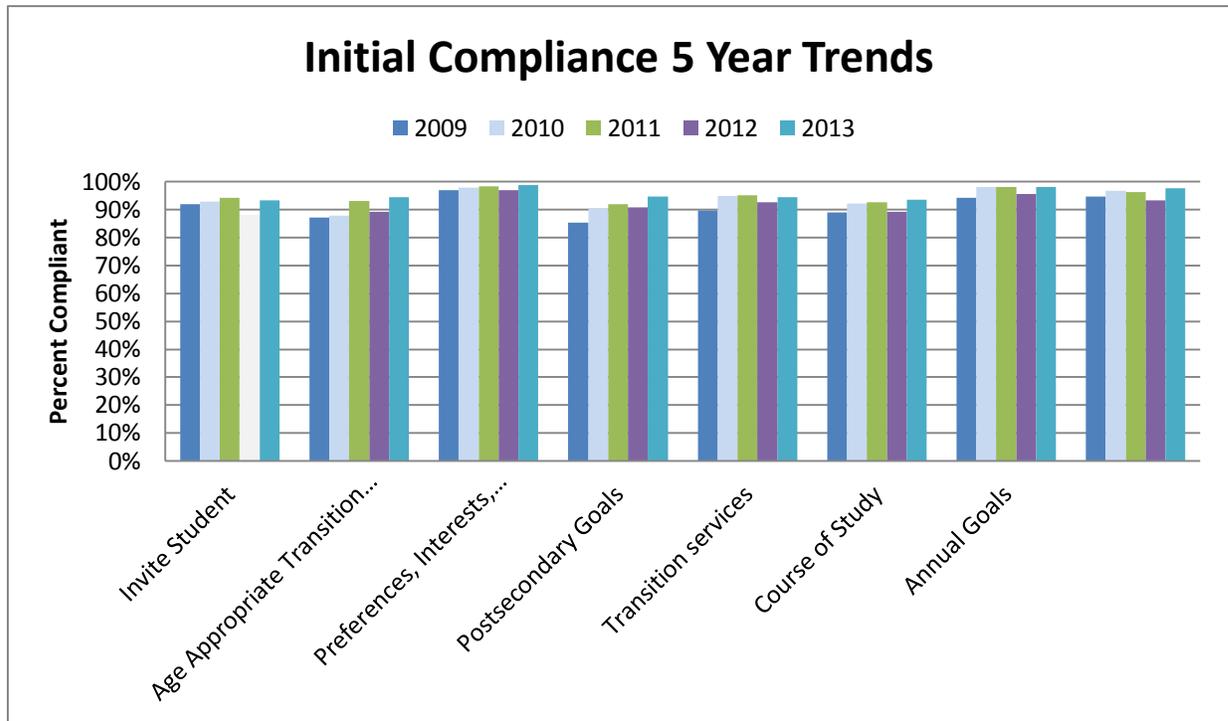
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**YOUR CONTACT NAME AND NUMBER:**

\_\_\_\_\_  
\_\_\_\_\_

## Indicator 13: Transition Standards -- Performance

Oregon districts improved their initial compliance on the eight transition standards from 2012-13 to 2013-2014. **No standard has reached the federally required target of 100% compliance.**



Six of the eight standards showed performance equal to or better than any previous year.

Initial Compliance - Standards	Federal Reporting Year				
	2009	2010	2011	2012	2013
Invite Student	92%	93%	94%	88%	93%
Age Appropriate Transition Assessment	87%	88%	93%	89%	94%
Preferences, Interests, Needs, and Strengths (PINS)	97%	98%	98%	97%	99%
Postsecondary Goals	85%	90%	92%	91%	95%
Transition services	90%	95%	95%	93%	94%
Course of Study	89%	92%	93%	89%	94%
Annual Goals	94%	98%	98%	96%	98%
Agencies Identified/Invited as Appropriate	95%	97%	96%	93%	98%

## Indicator 14 Post School Outcomes Oregon – Who Makes the Call

- ✓ Follow Up interview calls made by **Teachers, Administrators, and YTP** were more likely to result in complete interviews!
- ✓ Calls made by **Paraprofessionals, Assistants, and clerical** staff were less likely to result in completed interviews.
- Oregon information: PSO follow up interviews
  - ✓ **42% of completed calls** were done by teachers or administrators
  - ✓ 22% by clerical staff
  - ✓ 18% by YTP personnel
  - ✓ 16% by Paraprofessionals/Ed Assistants

## Adaptation of National Post School Outcomes Document on Contacting Hard to Find Youth: Strategies for the Post-School Interviews

- Provide Pre-Notification
  - In school, discuss the interview with students before they leave
  - Share what district has learned from past students
  - Include PSO information with other information in end of school packets
  - Have students identify who should call them during last IEP meeting (teacher, coach, etc.)
- Create Familiarity
  - Best motivator from study = help other students
  - Practice interview before starting calls
- Show Interest When Conducting the Survey
  - Be enthusiastic and interested in the answers
  - Convey a non-judgmental tone
- Provide Incentives
  - Remind students that information will be shared to help other students and improve school services, that you want their feedback
  - Modest, \$5.00 monetary incentive to “hardest” of the hard to find youth
- Maintain Contact
  - Know who in family is still in school
  - Leave call back number on messages so youth know it’s you
  - Use PSO logo on all materials, reminders,

**Oregon’s resources for the Post School Outcomes collection** can be found on the PSO 2.0 application on the ODE Resources TAB and on the Transition Community Network District Resource page:

<http://tcntransition.org/resources/post-school-outcomes-materials/>

The (insert School or district name) nee your help! We want to learn from former students how we can improve high school transition services. You will receive a pho call that asks questions about what you h been doing since you left school, such as you worked or gone to school? Answerin 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 to help the district find you or a family member who can help with this information. We want to hear from you: what you tell us is very important. Questions, contact (name, number) your district or Pattie Johnson at [johnsop@wou.edu](mailto:johnsop@wou.edu)



# Contacting Hard-to-Find Youth: Strategies for the Post-School Survey



Yearly, approximately 100,000 former students who had an individual education program (IEP) when they left high school are contacted to participate in a post-school survey. Efforts are made to contact youth who represent a variety of disabilities, as well as, minority youth and those who left high school with a diploma or dropped out of high school. Nevertheless, there are groups of youth who are difficult to contact and who are routinely underrepresented in the post-school survey data (e.g., those students who leave school early). To learn strategies for contacting youth who are hard-to-find, the National Post-School Outcomes Center conducted six focus groups with young adults and their family members in four states. This document summarizes the strategies recommended by youth and their families. Strategies are organized by five common themes.

**#1 Provide Pre-Notification** – inform students and families about the survey multiple times during the years leading up to the survey. Receiving pre-notification about the survey was more important to youth than the method used to contact them or conduct the survey.

- While students are still in high school:
  - Discuss the survey with students; explain the purpose; provide the questions; and define the timeline for conducting the survey;
  - Share survey results from former students; talk about the number of former students who enrolled in college or other postsecondary education or training opportunities, went to work, or enlisted in the service;
  - Include survey information (e.g., when it will occur, why youth were selected) with information about colleges, job fairs, and services available in their area;
  - Include survey information with other important information that is sent home to parents during the junior and senior years (e.g., information about class rings, senior portraits, and graduation videos);
  - Provide information about the survey at the final IEP meeting;
  - Establish and ask students to join a high school Facebook page to maintain contact with students;
  - Ask youth to identify the person from their school (e.g., favorite teacher, guidance counselor, coach) they would like to talk to a year after high school;
  - Ask youth who they would want to respond to the survey on their behalf if they cannot be reached.
- After students leave high school:
  - Use private messages on Facebook to verify contact information, remind students of the importance of the survey, and inform them of the timeline for completing the survey;

- Mail a personalized and signed letter explaining the survey process, in a hand addressed, white envelope 1 – 2 weeks prior to the survey; avoid generic form letters and windowed envelopes.

## **#2 Create Familiarity** - help students and families become familiar with the survey

- Explain to students that they are helping other students like themselves by answering the questions on the survey;
- Show students specific examples of how survey information was used to make school better;
- Share the survey with students (and families) so they know what questions will be asked and that the information being asked is legitimate, not a scam for personal information;
- Teach students the vocabulary of the survey;
- Practice completing the questionnaire or responding to the interview with the student;
- Identify the person who has a relationship with the hardest of the hard-to-find youth and ask that person to inform the youth of the survey and/or conduct the interview.

## **#3 Show Interest When Conducting the Survey** – be attentive to youth as individuals as they share their experiences

- Be enthusiastic when calling youth and families;
- Be interested in the answers youth provide;
- Convey a non-judgmental tone when talking with youth; don't show disappointment if the answers aren't what was expected or hoped for from specific youth;
- Read the interview with varied voice inflection so it isn't read in a monotone voice.

## **#4 Provide Incentives** – give former students a reason to participate in the survey; remember, not all incentives are monetary

- Remind students that the information they share will help other students with disabilities (and provide information to help improve school services);
- Provide information about jobs, colleges, and services student may be eligible;
- Give gift certificates from local restaurants and businesses, (donated by businesses) to the "hardest" of the hard to find youth;
- Provide modest, \$5, monetary incentives to the 'hardest' of the hard-to-find youth.

## **#5 Making Contact**

- Contact family members near significant dates when youth may have been in touch with family, (e.g., holidays, youth's birthday) to verify or update contact information;
- Maintain a list of family members still in school (e.g., cousins, siblings) who may know how to reach the former student;
- Vary who calls and leaves a message, for example, males/females, younger/older;
- Leave a message with a call back number so youth can distinguish the survey caller from telemarketers; most youth said they would return a call if they had a phone number;
- Use the school logo and name in any survey related materials, especially if sending information via email or through a website. Youth were suspicious of emails asking them to provide personal information or "click here" to take the survey.

## Indicator 14 -- Use Data to Make Effective Decisions for Transition Programs

Did you set performance goals last year?

How does your performance measure up against the previous year? Progress?

Are your students being successfully engaged in School and Work?

How does your district perform against **the state Targets**?

Question	2013 State	
	Performance	Target
Have you met the state target for students enrolled in a 2 or 4 year program?	26%	27%
Did you meet the target for competitive employment?	29%	26%
Are your students working in other jobs, or learning in other training programs?	15%	16%
Do you have a lower percentage of students that are not engaged?	30%	0%

How do your district outcomes perform against other **like-sized districts**?

- Response Rate
  - Engagement Rate
- Pay particular attention to students who have not been engaged in school, training, or employment in the year after leaving school:
- What groups are not where they should be in education or employment?

	District size				Total
	Very Small	Small	Medium	Large	
Leavers per district	1-4	5-15	16-50	51-355	
Number of districts	48	51	43	19	161
Total leavers	112	431	1,231	2,329	4,103
Selected for interviews	109	427	908	1,261	2,705
Number interviewed	61	243	699	911	1914
Response rate	56%	57%	77%	75%	72%
Engagement Rate	80%	71%	72%	67%	70%

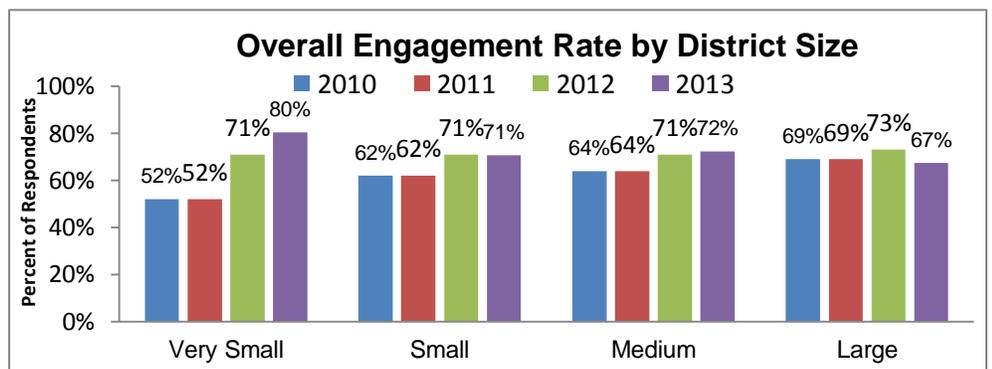
Look at your Indicator 13 data

- Does initial compliance on the eight transition standards point to an area to improve?

Look at who is leaving with each of the diploma options

- How does that fit the Outcome results?

What programs do you have for at risk youth?



## Strategies for Increasing Post School Outcome Results



### Collect important information before the student leaves:

Districts who:

- Post the Logo so students learn about the collection
- talk with students during their final year in school,
- have the parent or student sign the agreement to participate in the Exit interview early in the school year
- have the student address the reminder post card before he or she leaves school
- collect contact information for finding the student (or someone who probably knows where they are) after they leave, and
- let the students know the importance of participating in the follow up interview
- and asks the student who they would like to talk to the following year about their experiences

are more likely to reach the student a year out

### Send the reminder post card to the student or family before you call:

- reminds students and families of the follow up interview
- lets them know why someone from the district will be calling
- reminds them that their experiences are valuable
- easy to identify by the logo
- allows student or family member to set up a call at a convenient time

### Collect the Interview Information

- students are more likely to share their experiences after leaving school with someone they know
- make calls during the day, but for hard-to-reach students or family members, you may need to try meal times, evenings, or weekends
- sound like it matters, let them know that sharing their experiences will help other students, and will help the teachers to make a difference
- have local resource information handy: this may be an opportunity to connect a former student with resources they can use to take another step
- when possible, interview the student, but a family member or acquaintance that is familiar with the former students experiences can complete the interview

The Post Card form and other resources for the Post School Outcomes collection can be found

- on the PSO 2.0 application on the ODE Resources TAB and
- on the Transition Community Network District Resource page:  
<http://tcntransition.org/resources/post-school-outcomes-materials/>

# Post School Outcomes Statewide Data Report 2013

## Follow Up Interviews One Year Out



The Annual Performance Reports for the State Performance Plan requires states to report post school education and employment outcomes for students who are on an IEP when leaving school. Oregon districts reported 4,103 youth ages 14 to 21 left special education during the 2011-12 school year who did not return for services the following year. Of these, 2,660 were included in the sample selected for a follow-up interview one year after leaving (using a stratified sample process). Interviews were completed in 2013 with 1914 youth or their family members for a response rate of 72.0%. Within one year of leaving school:

1. 492 respondent leavers were enrolled in higher education. (26%)
2. 549 respondent leavers were engaged in competitive employment (and not counted in 1 above). (30%)
3. 114 respondent leavers were enrolled in some other postsecondary education or training (and not counted in 1 or 2 above). (6%)
4. 185 respondent leavers were engaged in some other employment (and not counted in 1, 2, or 3 above). (10%)
5. 574 were not in any of the above groups – not engaged by the Federal definition. (30%)

Federal reporting requires the number and percents for three measurements:

- A. 25.7% = 492 youth enrolled in higher education at least 1 term divided by the 1,914 of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school
- B. 54.4% = 1041 youth enrolled in higher education or competitively employed within one year of leaving high school divided by the 1,914 respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school
- C. 70.0% = 1,340 youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment divided by the 1,914 respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school

Measureable and rigorous targets have been established for the state and districts based on the three measurements. For 2013 follow up interviews, the measurable and rigorous state targets are A = 27%, B=53%, and C= 69%. For the districts, C, the overall engagement rate, is the key focus, as either higher education or competitive employment outcomes can be influenced strongly by the economy or family situation; however the overall 'engagement' during that first year out of school is a goal for the preparation of students.

The following sections summarize the demographics of the students, the procedures used in collecting the data, and results for the measurements. For Federal reporting requirements, some categories are collapsed (i.e. all non-white students are summarized into a 'minority' category). However, for state reporting, if the number of responses is sufficient to protect confidentiality, data from more subgroups are provided for review.

### **What do these numbers mean? Are they representative?**

Since not all of the 4,103 students leaving were contacted for interviews, the group that was interviewed is compared against the actual distribution of leavers in four areas: gender, primary disability, ethnicity, and method of leaving. Oregon reported that the sampled group of interviewed students matched the population of all leavers in all comparison areas except the method of exit. While 348 students who had dropped out of school were interviewed, the dropout group was 8% less than the actual population (18% rather than 26%). A  $\pm$  3% difference or less is considered representative. Students who drop out often leave without providing contact information, and may not choose to complete the follow-up interview when contacted in a larger proportion than other groups. Districts and the state are working with the National Post School Outcome Center to learn strategies to involve these hard-to-find students in the Post School Outcome Collection. For all other comparison groups, the results obtained from the interviewed sample are representative, and can be used to describe the statewide population.

## Demographics and procedure

Federally identified demographic variables - Of the 1,914 student interviews completed in 2013, 65% were male students, and 35% were female, the overall percentage of leavers in 2011-2012 showed 66% male and 34% female students. The number of interviews completed by students who dropped out (18%) was 8% less than the actual population, but the percentage of students leaving with a regular diploma were oversampled (46% of actual, 54% of interviewed students). Students finishing with a modified diploma made up 18% of the students interviewed and the population of leavers. Students exiting at maximum age, or receiving an alternate certificate made up 10% of the respondents and the population. The ethnic participation included 2% Asian, 4% Black, 2% Native American, 16% Hispanic, and 75% Caucasian. The participation for the disability groups included 2% low incidence disabilities, 4% communication disorders, 9% Emotional Disturbance, 7% Intellectual Disabilities, 9% Autism, 17% students identified as Other Health Impaired, and 52% with Specific Learning Disabilities. These distributions were similar to the population of leavers.

Other demographic characteristics of the population of leavers - The follow-up interview process includes students aged 14-21 on the special education Child Count in the year before they exit. The 2011-12 leavers included 7% who were 14-16 on that Child Count, 76% who were 17-18, and 17% who were 19-21

Procedures - Districts were asked to make at least six attempts to complete the interview. Overall, 65% were completed in one or two attempts, an additional 24% in three or four attempts. Some districts kept trying, and made nine or more attempts to complete interviews. Districts could select the staff to make the calls and complete the interviews: statewide 36% were completed by teachers/specialists, 18% by Educational assistants or Paraprofessionals, 18% by Youth Transition Program personnel (YTP), 22% by clerical staff, 6% by Administrators and 2% by other staff. Interviews could be completed with the former students (49%) with a family member (46%) or other person who knew the situation for the student (5%). Districts have the option of completing an exit interview with students during their last year before exiting, asking about further education and employment plans: 731 of the 1914 students (38%) completed the exit interview.

Districts with 15 or fewer leavers were required to interview all their exited students. Districts with more than 15 leavers were provided with 15 students per building or program to interview. The following table presents information on the districts by size of leaver group. The size group comparison information is useful for districts in evaluating their PSO response rate and engagement outcomes.

District Size Information	District size				Total
	<i>Very Small</i>	<i>Small</i>	<i>Medium</i>	<i>Large</i>	
<i>Leavers per district</i>	1-4	5-15	16-50	51-355	
<i>Number of districts</i>	48	51	43	19	161
<i>Total leavers</i>	112	431	1,231	2,329	4,103
<i>Selected for interviews</i>	109	427	908	1,261	2,660
<i>Number interviewed</i>	61	243	699	911	1914
<i>Response rate</i>	56%	57%	77%	75%	72%
<i>Engagement Rate</i>	80%	71%	72%	67%	70%

## **What have we learned about Oregon's special education students one year after leaving?**

The current Measurement Table for this indicator looks first at higher education, then competitive employment, and finally other training or employment outcomes. Respondents are included in the highest category for which their experiences in the 12 months after leaving high school fit. If their education includes a 2 or 4 year higher education program with attendance of at least one complete term, they are not separately included in the competitive employment group even if they meet the definition of being competitively employed.

Higher Education Of the 1914 students, 492 were enrolled on a full- or part-time basis in a community college (two-year program), or college/university (four- or more year program) for at least one complete term, at any time in the year since leaving high school. This has been broken down by the size of the district providing services. For those districts with 1-4 total leavers and 5-15 leavers, 23% went on to higher education. For districts with 16-50 leavers, 24% were in the higher education group, and for the largest districts with 50-350 leavers, 28% were reported in the higher education group.

Competitive Employment Of the 1422 students who were not in the higher education group, 549 met the federal definition of competitive employment: worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 cumulative days at any time in the year since leaving high school. This includes military service. For those districts with 1-4 total leavers, 41% were in this group. For districts with 5-15 leavers, 28% were competitively employed. For districts with 16-50 leavers 32% of their students were in this group, and for districts with 51 to 350 leavers, 25% were competitively employed.

For this year's outcome collection, when the two measurements above are combined, the overall participation rate was greatest for the students from the smallest districts, with 67% in higher education or competitively employed. For the small districts 51% of students met this level. For medium size districts it is 56% were in higher education or competitively employed and 57% met this level for the large districts.

The federal outcome definitions also include other education or training (i.e. Job Corps, adult education, workforce development program, or vocational technical school which is less than a 2-year program) and some other employment (i.e. farm, store, fishing, ranching, catering services, etc.). Of the 873 students who were not in higher education or competitively employed, 299 were included in this outcome group. 19% of students in districts with 5-15 leavers were in other education or other work category. 17% of very small district students, 16% of medium district students, and 15% of large district students were in this outcome group.

Not Engaged Federal reporting requirements do not include students who fail to qualify for the three outcome measurements. However the factors describing these 574 students (30% of all interviews) are of great interest to the districts and to the state. The following page contains a table summarizing the answers to the Follow Up questionnaire for the students who report no activity, or less than a 90 days experience in work or school activities, which results in their outcome group.

Trends Data from the districts with one to four students exiting must be looked at with caution, due to the very small number of students for each district. However, for the very small districts, the overall engagement rate HAS increased from 52% in 2010, 74% in 2011, 71% in 2012, to 80% in 2013. The closer the districts come to interviewing 100% of their leavers, the more representative the results will be. The small districts showed a response rate of 57% in 2013, medium districts interviewed 77%, and large districts 75% of their required number of leavers. The engagement rate for the small districts was 71%, 72% for medium districts, and 67% for the large districts.

The tables on the next page summarize the answers to some of the questions on the follow up data collection questionnaire for the four district size groups and the state totals. These results are by individual question and do not reflect the combined questions needed for Federal Reporting.

The following two tables present the responses to questions on the follow up survey for all students interview (1914) and the non-engaged students (574) by district size group. Not all students answered all questions.

All 1914 interviews	Percent answering question with Yes				
	Very small	Small	Medium	Large	All
Attend school during the 12 months? (% yes)	44%	45%	42%	48%	45%
Attend a 2-4 year college or university?	38%	27%	26%	31%	29%
Voc/tech school, mission, short term training	8%	12%	10%	8%	9%
High School completion document	5%	3%	4%	4%	4%
Completed entire term or semester?	31%	35%	35%	39%	37%
Ever worked during the 12 months?	75%	63%	67%	60%	63%
Competitive setting or military?	56%	48%	57%	47%	51%
Self employed or Family business	5%	8%	6%	5%	6%
Sheltered or Supported employment	7%	5%	3%	3%	3%
No answer, skipped or missing	33%	40%	35%	45%	40%
Work 90 cumulative days?	66%	54%	59%	49%	54%
Work at least half time?	62%	49%	52%	45%	49%
Receive same benefits as coworkers?	62%	42%	44%	42%	43%
Earn at least minimum wage?	69%	56%	60%	54%	57%
Why haven't you worked since high school?					
Don't want or need to work	30%	10%	7%	8%	8%
Baby/family	0%	3%	2%	2%	2%
Disability	2%	3%	3%	5%	4%
In school	7%	11%	7%	10%	9%
Haven't found job	8%	9%	26%	29%	28%
Incarceration	0%	0%	0%	1%	1%
All others or No answer	53%	64%	55%	45%	52%
Have a driver's license? Learners permit?	54% +5%	47% +9%	46% +7%	36% +9%	41% +8%
Where are you currently living?					
Family	64%	63%	65%	73%	68%
Campus or military base	5%	3%	5%	4%	4%
Independently or with friend	28%	28%	21%	17%	20%
Foster home, group home	0%	1%	2%	1%	2%
Homeless/ jail	0%	1%	1%	1%	1%
No answer/ other/missing	3%	4%	4%	4%	4%

The following information reports on students who did not meet Federal definition of engagement: working at least half time for at least minimum wage for at least 90 cumulative days, or completing at least one term or semester of specific training or education. A total of 493 students were in this group, however not all students answered all questions.

	Percent answering question with Yes				
	Very small	Small	Medium	Large	All
Number of students	12	71	194	297	574
Attend school during the 12 months? (% yes)	50%	14%	20%	21%	20%
Attend a 2-4 year college or university?	25%	4%	3%	4%	4%
Voc/tech school, mission, short term training	8%	3%	6%	3%	4%
High School completion document	8%	3%	6%	6%	6%
Ever worked during the 12 months?	25%	20%	21%	23%	22%
Competitive setting or military?	8%	11%	15%	17%	16%
Self employed or Family business	0%	4%	2%	2%	2%
Sheltered or Supported employment	8%	1%	1%	1%	1%
Work at least half time?	17%	9%	8%	10%	9%
Receive same benefits as coworkers?	25%	6%	8%	11%	10%
Earn at least minimum wage?	25%	13%	13%	17%	15%
Why haven't you worked since high school?					
Don't want or need to work	29%	11%	8%	10%	10%
Baby/family	0%	6%	8%	5%	6%
In school	8%	4%	2%	3%	3%
Haven't found job	25%	27%	18%	20%	20%
Incarceration	0%	0%	2%	2%	2%
Have a driver's license? Learners permit?	33% + 0%	17% + 10%	17% + 4%	14% + 6%	16% + 7%
Where are you currently living?					
Family	92%	73%	66%	74%	72%
Independently or with friend	8%	16%	14%	11%	13%
Foster home, group home	0%	5%	3%	2%	3%
Homeless/ jail	0%	1%	2%	4%	3%