TRANSITION SERVICES For STUDENTS With DISABILITIES

~

An Administrator's Guide

CENTER FOR CHANGE
IN TRANSITION SERVICES

College of Education
Seattle University
901 12th Avenue
PO Box 222000
Seattle, WA 98122-1090

Rev. 9/06
12/07

QUICK REFERENCE

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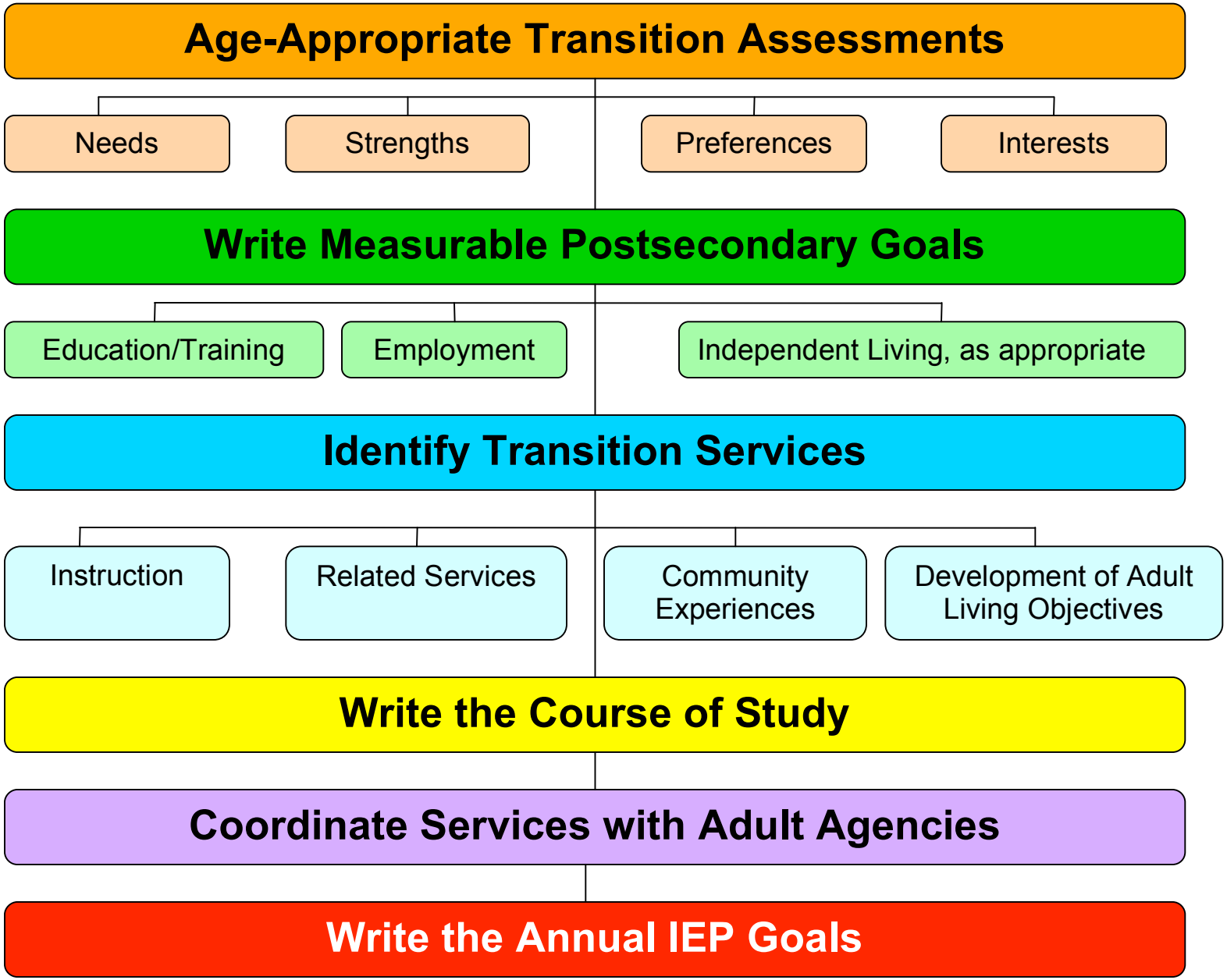
TRANSITION at a GLANCE

TRANSITION SERVICES FLOW CHART



NSTTAC Indicator 13 Checklist: Form B

(Enhanced for Professional Development)

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals. [20 U. S. C. 1416 (a)(3)(B)

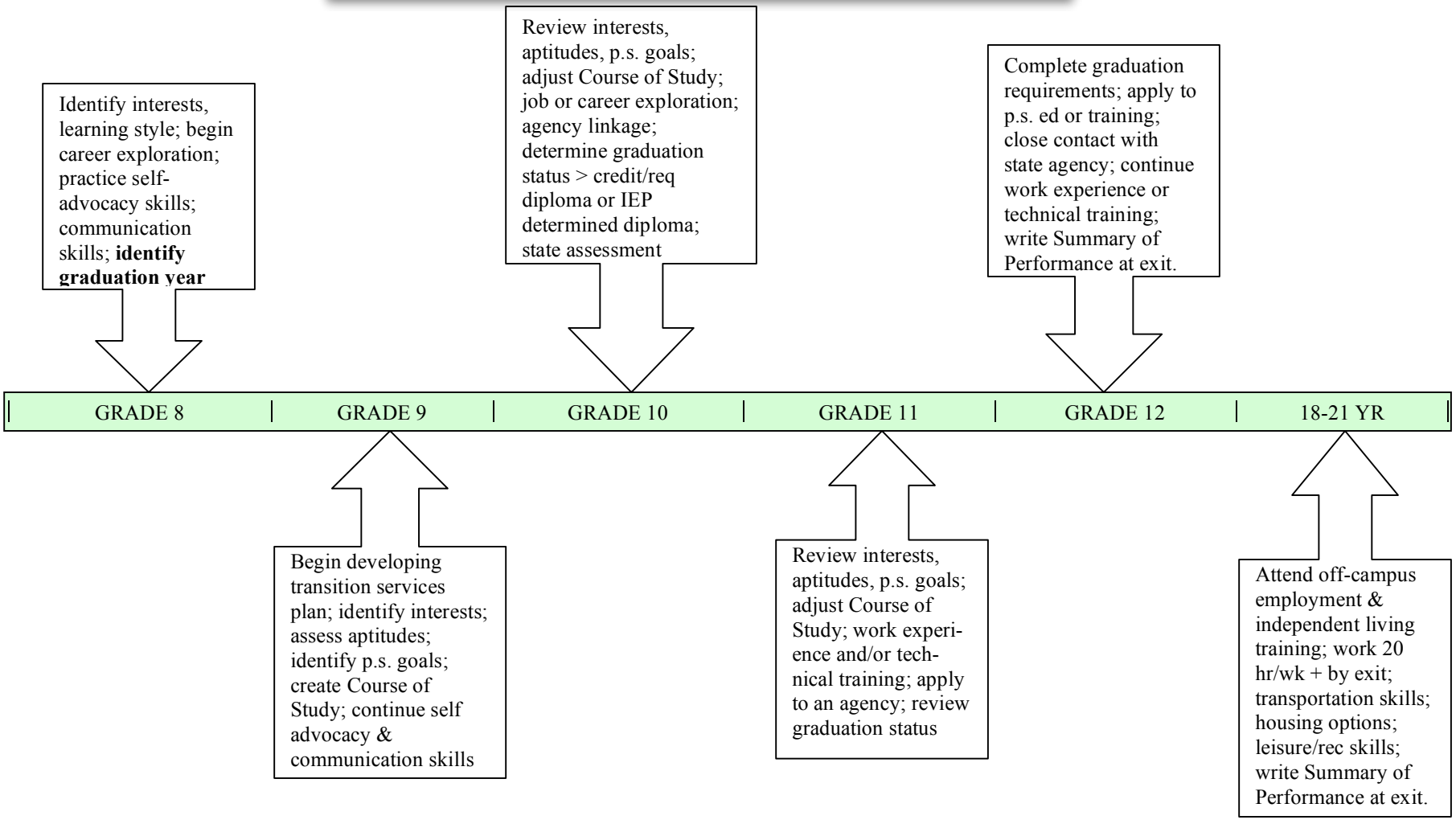
	Postsecondary Goals		
Questions	**Education/Training**	**Employment**	**Independent Living**
1. Is there a measurable postsecondary goal or goals in this area?	Y N	Y N	Y N NA
Can the goal(s) be counted? Will the goal(s) occur *after* the student graduates from school? •If *yes* to both, then circle Y •If a postsecondary goal(s) is not stated, circle N			
2. Is (are) there annual IEP goal(s) that reasonably enable the child to meet the postsecondary goal(s)?	Y N	Y N	Y N
Is (are) an annual goal(s) included in the IEP that will help the student make progress towards the stated postsecondary goal(s)? If *yes*, the circle Y			
3. Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	Y N	Y N	Y N
Is a type of *instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation* listed in association with meeting the post-secondary goal(s)? If *yes*, then circle Y			
4. For transition services that are likely to be provided or paid for by other agencies with parent (or child once of the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?	Y N NA	Y N NA	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development: *postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation* for this post-secondary goal? Was consent obtained from the parent (or child, for a student of the age of majority)? •If *yes* to both, then circle Y •If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA •If parent or individual student consent (when appropriate) was not provided, circle NA If *no* invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N			
5. Is there evidence that the measurable postsecondary goals were based on an age-appropriate transition assessment?	Y N	Y N	Y N
Is the use of a transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? If *yes*, then circle Y			
6. Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	Y N	Y N	Y N
Do the transition services include courses of study that align with the student's postsecondary goal(s)? If *yes*, then circle Y			
Does the IEP meet the requirements of Indicator 13? (Circle one) **Yes** (all Ys or NAs for each postsecondary goal included in the IEP are circled) **No** (one or more Ns circled)			

TRANSITION COMPONENTS – IEP Reference Guide

3/4/08

√	Component	What?	Typical Statement	Likely Location
☐	**Age-appropriate Transition Assessment**	•Assessment information listing data source in areas: needs, strengths, preferences & interests •or, reference to other information sources •informal (observation/interview)or formal	•(student) has above average math skills (WAIS-R); •(student) needs verbal instructions to accompany written instructions (SLPdata); •(student) is interested in early childhood education. (WOIS) (Career Cruising)	• **state form**: pg 1 > either Present Levels- or Transition page, section 1; well labeled: age-appropriate transition assessments summary • **IEP Online**: either Present Levels, Vocational or Transition Details- labeled
☐	**Measurable post-secondary goals**	•A statement for **education/training** and **employment** and **independent living** (as appropriate); •Must be written to project beyond high school, is observable and is based on assessment information.	Ed/training: After graduating from high school, (Jane) will enroll in early childhood courses at XYZ Community College; Employment: After college, (Jane) will have a career in early childhood education;	• **state form**: Transition page, …beginning at age 16…-well labeled; • **IEP Online:** Transition Details-well labeled OR use the Postsecondary Goal section as is under Transition tab
☐	**Transition Services**	•specific statements that describe the services, supports and activities necessary to meet needs identified in transition assessment; •instruction, related services, community experiences, development of adult living objectives, or functional vocational eval.	•self-monitoring instruction related to on task behavior; •occupational therapy consultation for assistive technology; •3 trips to community college and DSS office; •part time employment with children.	• **state form**: Transition page > …Activities leading to transition outcomes that require…-well labeled; • **IEP Online**: Activity section > 1.outcomes address all service areas 2.detailed info under Transition Details 3.Tr Details as reference to other places
☐	**Course of Study**	•must describe activities/experiences/ courses the student will have to prepare for postsecondary goals; •a multi-year document & must project to the end of a student's high school career; •includes Graduation Plan.	•(student) will graduate by completing all credits and requirements with accommodations; pass state assessment; •(student) will enroll in h.s. early childhood vocational course in grades 11 & 12; •(student) will take h.s courses in child development and general psychology.	• **state form**: Transition page > Activities leading to transition outcomes that require…-well labeled; • **IEP Online**: Transition Details-well labeled
☐	**Coordinated Services with adult agencies**	•public agency or agencies most likely to be responsible for providing or paying for transition services; •must show evidence of invitation and parental consent •reason = information and/or initial intake; •DVR,DDD,WorkSource,DSS,mental hlth	•appointment & consultation with DSS at community college; •refer to DVR for initial intake; •confirm enrollment status with DDD;	• **state form**: Transition page > Activities leading to transition outcomes that require…-well labeled; • **IEP Online**: Transition Details-well labeled
☐	**Annual IEP Goals**	•written in terms to identify IEP goal as support for student's postsecondary goals; •must have at least (1) IEP goal for each post secondary goal; •must have: timeframe, conditions, behavior, criterion	"Given 3 different retail job shadows, (student) will identify jobs of preference by verbally stating at least 3 pros and/or cons of 3/3 jobs as measured by career journal entries and student interviews by April 1, 200_ " "Given a list of community college internet web addresses, (student) will choose 3 colleges, research admissions & registration requirements, timelines and procedures needed to apply to 2/3 colleges as measured by teacher checklist by May 1, 200___"	• **state form:** pg 2 > Measurable annual goal-well labeled; easily identified as support for postsecondary goals; • **IEP Online**: Annual goals- well labeled > goal titles that connect to plan

TransitionTimeline



SPECIAL EDUCATION and GENERAL EDUCATION

WHOSE STUDENTS ARE THEY?

"Special Education is a service not a place"

Students with disabilities complete the 4-Ps required for high school graduation as do general education students. IEP students receive general education as well as special education services to meet graduation requirements. Components of transition services coordinate with the Plan, Portfolio, Project and Pathway requirements.

PLAN

Transition component – Postsecondary Goals

Post-school goals are identified as postsecondary education/ training and employment, competitive or supported, and independent living as appropriate

PORTFOLIO

Transition component – Age-appropriate Transition Assessments

The transition assessments are a compilation of a student's interests, preferences and skills. It includes formal and informal academic, career and personal assessments. The assessment summary may have examples of a student's strengths, limitations and experiences in project or written form.

PROJECT

Transition component – A compilation of Final Documents

As students complete the school program they and their families receive copies of documents that include IEP, FVE, psych evaluations. Students should incorporate this information in the Project to identify post-school goals, skills and strengths.

PATHWAY

Transition component – Course of Study/Coordinated Set of Activities

When the postsecondary goals are determined a five-year plan (Course of Study/Coordinated Set of Activities) is developed that reflects how the goal will be achieved.

TRANSITION SERVICES for STUDENTS with DISABILITIES

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	COMPONENTS	**ADMINISTRATOR ROLE**	**SE TEACHER ROLE**	**CNSLR/PSYCH ROLE**
The Law	***IDEA 2004*** •Transition plan in effect at age 16, earlier if appropriate; •Student must participate in IEP meetings; •Measurable postsecondary Goals identified on IEP; •Course of Study for high school years created; •Annual IEP Goals written to support postsecondary goals.	•Be knowledgeable of all requirements of the law; •Insure that staff are working toward compliance; •Insure that IEPs contain all the components required in Indicator 13; •Act as a primary participant in IEP/transition process; •Support staff in development of transition plans.	•Act as coordinator for development of the IEP & transition planning; • Insure that IEPs contain all the components required in Indicator 13; •Insure that parents & students are included; •Insure agency connections are made.	•Act as a primary participant in the IEP & transition process; •Act a resource person for post-school options; •Be knowledgeable of the 4 postsecondary goals; •Create courses of study for IEPs; •Act as resource for career information & assessments.
Transition Timeline	•Prior to *Age 16*: ID interest; ID goals; write course of study; investigate interests (student); determine graduation option; research interests; ID skills & aptitudes; ID agency connection; confirm interest & goal; edit course of study; take state assessment; determine alternative grad requirements if applicable. •*Age 17*: review interests, goals & services; edit course of study; confirm alternative grad requirements (if applicable); begin training or WBL; connect with agency. •*Age 18*: finalize diploma; specific training or WBL; finalize post-school plan. •*Age 19+*: specific training or life skills.	•Be knowledgeable of timeline & events to occur; •Be aware of participation points in timeline; •Act as resource for post high school options; •Support SE staff in development of transition plan; •Assist in communication with students/parents; •Insure timelines are being followed; deadlines met.	•Monitor all timelines for IEP/transition planning; •Enlist staff necessary for implementation at stages; •Act as conduit for information & communication; •Act as point-person for the transition plan; •Insure that parents & students participate in process; •organize state assessment activities.	•Be knowledgeable of timeline & events to occur; •Be aware of participation points in timeline; •Act as resource for post high school options; •Support SE staff in development of transition plan; •Assist in communication with students/parents;
The I.E.P - Age 16 and beyond	***At age 16 the IEP requires:*** •Measurable postsecondary goals based upon age-appropriate transition assessments related to education /training & employment, & independent living skills, as appropriate; •Annual IEP goal(s) that enable student to meet postsecondary goals; •Coordinated services with agencies •Transition services including course of study.	•Participate in IEP/transition planning for the IEP; •Be knowledgeable of all components & requirements of IEP; •Monitor inclusion of all transition requirements; •Facilitate communication & input from students/parents; •Create supportive environment for agency reps.	•Coordinate the development of IEP/transition plan; •Insure that all transition requirements are included; •Enlist Support Staff and general ed staff input •Coordinate IEP Team; •Maintain communication & input from students/parents •Initiate/maintain agency connections.	•Participate in IEP/transition planning for IEP; •Provide evaluation materials when appropriate; •Act as primary resource for university, community college, technical college advising; •Act as point-person in determining & monitoring diploma status;
Age-approp Transition Assessments	•Identify interests •Identify aptitudes & skills •ID opportunities for preparation. •Relate information to the anticipated post school goal.	•Be knowledgeable of transition assessment process; •Insure that assessment is completed for each IEP; •Insure it is attached to IEP.	•Complete FVE for IEPs; •Insure that assessments are attached to each IEP; •Recruit Support Staff as resources for FVE.	•Assist Sp Ed teachers in transition assessment process; •Assist with inventories & tests; •Apply assessments to Course of Study

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	COMPONENTS	**ADMINISTRATOR ROLE**	**SE TEACHER ROLE**	**CNSLR/PSYCH ROLE**
Measurable Post-secondary Goals	•Employment ▪Competitive or supported •Postsecondary Education •Postsecondary training •Independent Living (if approp)	•Be knowledgeable of the four postsecondary goals; •Monitor inclusion of outcomes on IEP/at IEP meetings; •Provide support for PS plans	•Identify PS Goal on IEP; •Define process for achieving PS goal; •Gather info - employment, training, apprenticeships.	•Provide information - Postsecondary Ed or training: •College & university admissions •Community college programs •Trade/technical college programs
Course of Study	***Related to postsecondary Goal:*** •Series of courses & experiences that student needs to achieve post-school goals. •Courses relative to: ♦ postsecondary education ♦ vocational training ♦ employment-competitive or supported ♦ independent living	•Insure that each IEP has a Course of Study attached; •Monitor Course of Study to meet HS Plus Plan requirement; •Provide a variety of course offerings in master schedule: •in academic core •in career/technical education	•Assist in development of Course of Study; •Provide instruction in designated areas; •Insure that a Course of Study is attached to IEPs; •Keep support staff informed of changes in plan	•Provide course of study to reach PS goal(s): •college/university •trade/technical college •employment •Amend/redesign as PS goal(s) change; •create 4/5 year plan
Agency Connections	***Student to contact an agency:*** •*Division of Voc Rehab* (DVR) – must have physical/mental disability that is a barrier to employment & client requires voc rehab services to get/keep job. •*Division of Developmental Disabilities* (DDD) – must have a developmental disability that began prior to age 18 & expected to continue. •*WorkSource* – connects employment, training services into a local, regional, national network. Open to all. •*Mental Health* - individual referral	•Assist Sp Ed staff educate parents about entitlement & eligibility; •Have general knowledge of agencies that students connect; •Insure that an Agency Connection is listed on the IEP; •Facilitate agency participation in IEP & transition planning.	•Educate parents about entitlement & eligibility; • Establish relationship with DVR HS Liaison; •Have general knowledge of DVR, DDD services; •Know DDD Caseworker(s) •Know services offered by local WorkSource office; •Include an agency rep. at IEP meetings by age 16.	•Know possible referral agencies for students with disabilities; •Know services offered by local WorkSource office; •Provide students, parents, staff with appropriate mental health referrals; •Assist Sp Ed staff educate parents about entitlement & eligibility.
Specially Designed Instruction	•Instruction that is directly related to student needs in relation to disability; •Instruction addresses the skills needed for post-school life from basic life skills to college preparation, depending on student desires and abilities.	•Maintain focus of sp ed classes as student needs not course content; •Create & support a delivery system that allows Specially Designed Instruction; •Use staffing allocations & teaching assignments for SDI.	•Create course content that focuses on students' needs & deficit areas; •De-emphasize subject specific courses; •Assist general ed teachers adjust course content & delivery.	•Assist in developing master schedule that supports SDI; •Schedule IEP students in SDI course sections as much as possible; •Support general ed & special ed teachers with SDI methods.
Graduation Requirements	***Options:*** •Complete all grad requirements ♦Cr/req, state assessment, project, plan •Alternative grad requirements ♦Determined & documented by age 16 and no later than age 17. •IEP determined diploma	•Be knowledgeable of alternative requirement options; •Participate in annual review of grad option, if possible; •Certify graduation with input from IEP Team.	•Coordinate team decision for appropriate option; •Coordinate/document option; •Coordinate annual review of option.	•Certify graduation with general requirements; •Certify graduation with alternative requirements; •Certify IEP diploma; •Communicate with admin re: certifications.

Comparison of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and the Americans with Disabilities Act (ADA).

	IDEA	Section 504	ADA
Requirements in the Law	• Provides a free, appropriate public education in the least restrictive environment.	• Requires any agency, school or institution receiving federal financial assistance to provide persons with disabilities to the greatest extent possible, an opportunity to be fully integrated into the mainstream.	• Extends coverage of section 504 to employment, public and private educational institutions, transportation providers and telecommunications regardless of presence of any federal funding.
Definitions in the Law	• Specific disability categories are defined in the law; covers students with educational disabilities that require special services from specifically trained teachers • Not all students with disabilities are eligible	Defines persons with disabilities who: • have a physical or mental impairment which limits one or more major life activities; • have a record of such an impairment; or • are regarded as having an impairment	• Definition of disability essentially same as Section 504 and extends coverage to persons without disabilities who may be related to or associated with a person with disability; Includes HIV status, contagious and non-contagious diseases.
Who is covered	• Covers students with educational disabilities that require special education services ages 3-21 or until graduation.	• Protects all persons with a disability from discrimination in educational setting based solely on disability.	• Protects all persons with a disability from discrimination in educationa setting based solely on disability.
Services provided	• Offers educational services that are remedial in addition to services available to all mainstream students (i.e., PE, Art, field trips)	• Eliminates barriers that would prevent a student from full participation in programs/services offered to the general school population.	• Eliminates barriers that would prevent a student from full participation in programs/services offered to the general school population.
Funding	• Schools receive federal funding to provide remedial services.	• Requires that schools not discriminate based on student's disability and most provide appropriate accommodations, but schools receive no additional financial support to provide support service or auxiliary aids.	• Requires that schools not discriminate based on student's disability and most provide appropriate accommodations, but schools receive no additional financial support to provide suppo service or auxiliary aids.

Source: *Washington Association on Postsecondary Education and Disability (WAPED)*

	IDEA	Section 504	ADA
Evaluation/Documentation	• School district is responsible for identifying and evaluating students with disabilities	Same for elementary and secondary schools Same for students in college	• Students must self-identify as having a disability and must provide adequate documentation of disability
	• Evaluations are the responsibility of the school and are performed at no expense to student/parent.	Same for elementary and secondary schools Same for students in college	• Evaluations/documentation of disability are student's responsibility and expense.
	• Parents must consent to evaluations and placement decisions	Same for elementary and secondary schools Same for students in college	• Student has responsibility for advocacy, negotiating accommodations plan.
IEP/Accommodations	• Individualized Education Program (IEP) developed with parents, teachers and other specialists involved.	• 504 Plan developed with parents, teachers, school personnel involved (for elementary/secondary students)	• Accommodation plan developed with student, Disabilities Service Coordinator on campus.
Classroom Placement	• Placement must be in the least restrictive environment; may be special classrooms, resource, or regular classroom. (Elementary and secondary students).	• Placement is in regular classroom with support services to eliminate barriers to the educational experience. (Elementary, secondary & college students.)	• All courses are mainstream with accommodations provided to students who qualify under ADA.

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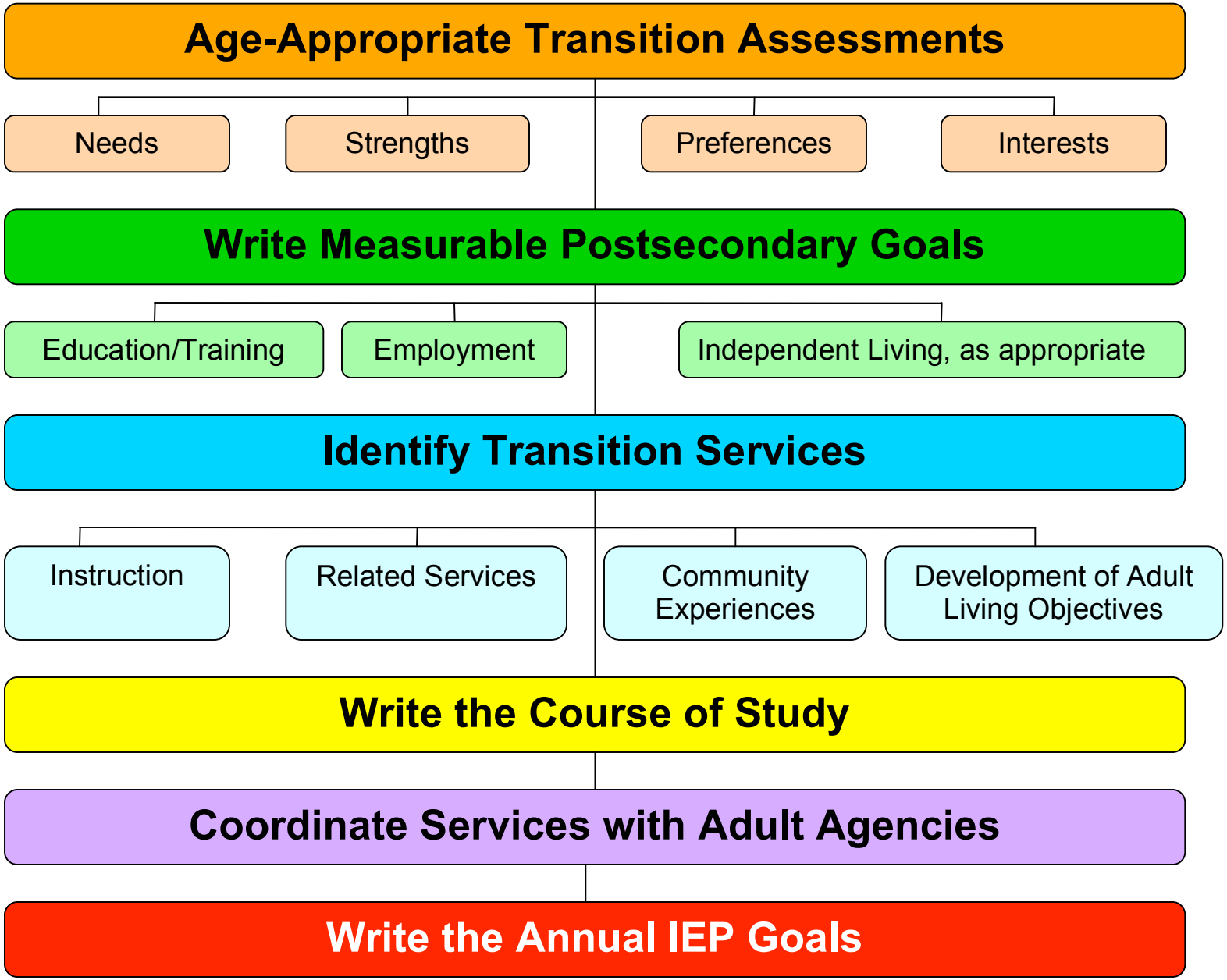
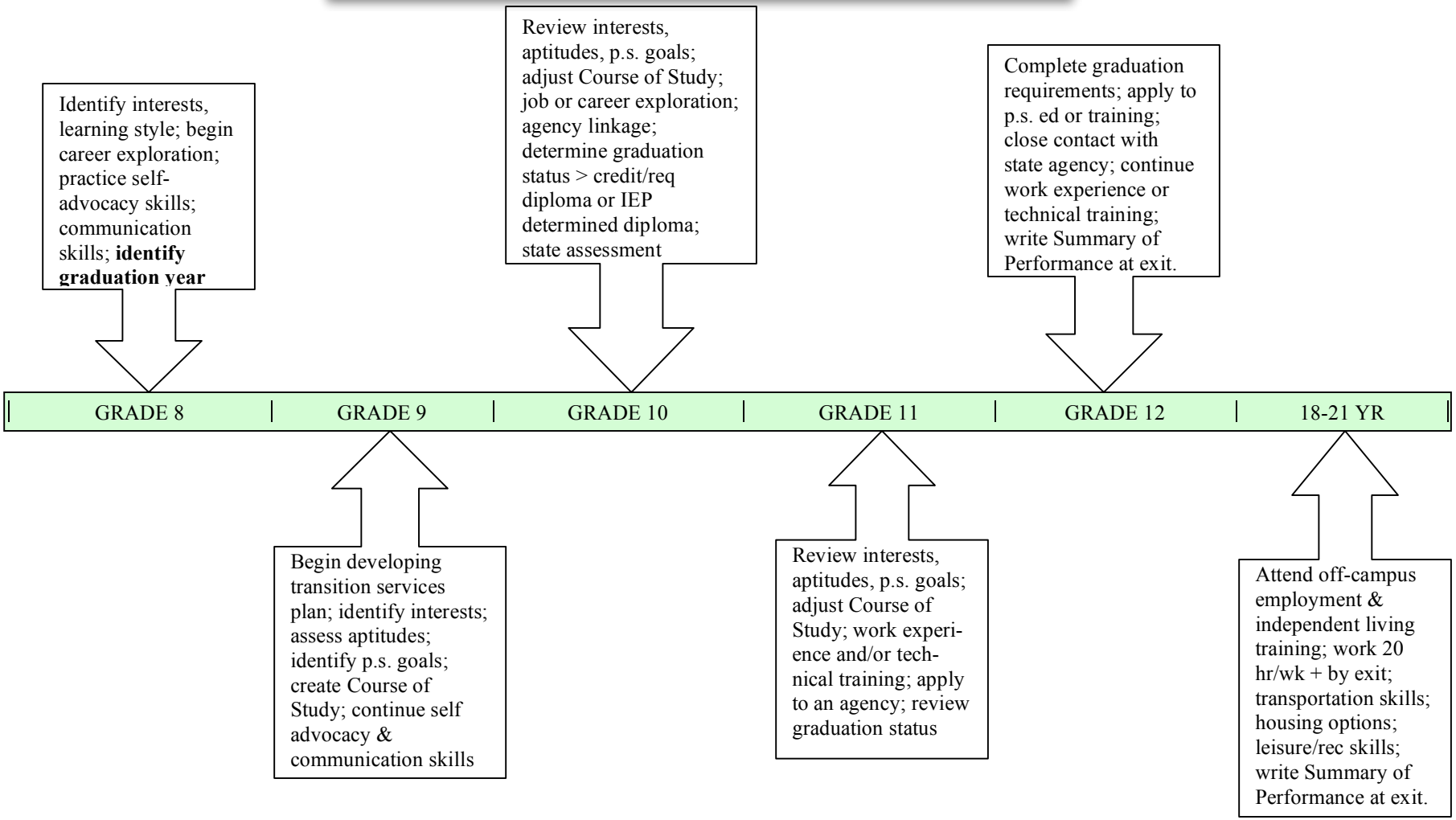


TransitionTimeline



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PLAN

Transition component – Postsecondary Goals

Post-school goals are identified as postsecondary education/ training and employment, competitive or supported, and independent living as appropriate

PORTFOLIO

Transition component – Age-appropriate Transition Assessments

The transition assessments are a compilation of a student's interests, preferences and skills. It includes formal and informal academic, career and personal assessments. The assessment summary may have examples of a student's strengths, limitations and experiences in project or written form.

PROJECT

Transition component – A compilation of Final Documents

As students complete the school program they and their families receive copies of documents that include IEP, FVE, psych evaluations. Students should incorporate this information in the Project to identify post-school goals, skills and strengths.

PATHWAY

Transition component – Course of Study/Coordinated Set of Activities

When the postsecondary goals are determined a five-year plan (Course of Study/Coordinated Set of Activities) is developed that reflects how the goal will be achieved.

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Transition Timeline	•Prior to *Age 16*: ID interest; ID goals; write course of study; investigate interests (student); determine graduation option; research interests; ID skills & aptitudes; ID agency connection; confirm interest & goal; edit course of study; take state assessment; determine alternative grad requirements if applicable. •*Age 17*: review interests, goals & services; edit course of study; confirm alternative grad requirements (if applicable); begin training or WBL; connect with agency. •*Age 18*: finalize diploma; specific training or WBL; finalize post-school plan. •*Age 19+*: specific training or life skills.	☐Be knowledgeable of timeline & events to occur; ☐Be aware of participation points in timeline; ☐Act as resource for post high school options; ☐Support SE staff in develop-ment of transition plan; ☐Assist in communication with students/parents; ☐Insure timelines are being followed; deadlines met.	☐Monitor all timelines for IEP/transition planning; ☐Enlist staff necessary for implementation at stages; ☐Act as conduit for informa- tion & communication; ☐Act as point-person for the transition plan; ☐Insure that parents & stu- dents participate in process; ☐organize state assessment activities.	☐Be knowledgeable of timeline & events to occur; ☐Be aware of participation points in timeline; ☐Act as resource for post high school options; ☐Support SE staff in develop-ment of transition plan; ☐Assist in communication with students/parents;
The I.E.P - Age 16 and beyond	***At age 16 the IEP requires:*** •Measurable postsecondary goals based upon age-appropriate transi-tion assessments related to education /training & employment, & indepen-dent living skills, as appropriate; •Annual IEP goal(s) that enable student to meet postsecondary goals; •Coordinated services with agencies •Transition services including course of study.	☐Participate in IEP/transition planning for the IEP; ☐Be knowledgeable of all com-ponents & requirements of IEP; ☐Monitor inclusion of all transition requirements; ☐Facilitate communication & input from students/parents; ☐Create supportive environ-ment for agency reps.	☐Coordinate the development of IEP/transi-tion plan; ☐Insure that all transition requirements are included; ☐Enlist Support Staff and general ed staff input ☐Coordinate IEP Team; ☐Maintain communication & input from students/parents ☐Initiate/maintain agency connections.	☐Participate in IEP/transition planning for IEP; ☐Provide evaluation materials when appropriate; ☐Act as primary resource for university, community college, technical college advising; ☐Act as point-person in deter-mining & monitoring diploma status;
Age-approp Transition	•Identify interests •Identify aptitudes & skills •ID opportunities for preparation.	☐Be knowledgeable of transition assessment process; ☐Insure that assessment is	☐Complete FVE for IEPs; ☐Insure that assessments are attached to each IEP;	☐Assist Sp Ed teachers in transition assessment process; ☐Assist with inventories &

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Assessments	•Relate information to the anticipated post school goal.	completed for each IEP; ☐Insure it is attached to IEP.	☐Recruit Support Staff as resources for FVE.	tests; ☐Apply assessments to Course of Study
	COMPONENTS	**ADMINSTRATOR ROLE**	**SE TEACHER ROLE**	**CNSLR/PSYCH ROLE**
Measurable Post-secondary Goals	•Employment ☐Competitive or supported •Postsecondary Education •Postsecondary training •Independent Living (if approp)	☐Be knowledgeable of the four postsecondary goals; ☐Monitor inclusion of outcomes on IEP/at IEP meetings; ☐Provide support for PS plans	☐Identify PS Goal on IEP; ☐Define process for achiev-ing PS goal; ☐Gather info - employment, training, apprenticeships.	☐Provide information - Postsecondary Ed or training: •College & university admissions •Community college programs •Trade/technical college programs
Course of Study	***Related to postsecondary Goal:*** •Series of courses & experiences that student needs to achieve post-school goals. •Courses relative to: ♦ postsecondary education ♦ vocational training ♦ employment-competitive or supported ♦ independent living	☐Insure that each IEP has a Course of Study attached; ☐Monitor Course of Study to meet HS Plus Plan requirement; ☐Provide a variety of course offerings in master schedule: •in academic core •in career/technical education	☐Assist in development of Course of Study; ☐Provide instruction in designated areas; ☐Insure that a Course of Study is attached to IEPs; ☐Keep support staff informed of changes in plan	☐Provide course of study to reach PS goal(s): •college/university •trade/technical college •employment ☐Amend/redesign as PS goal(s) change; ☐create 4/5 year plan
Agency Connections	***Student to contact an agency:*** •*Division of Voc Rehab* (DVR) – must have physical/mental disability that is a barrier to employment & client requires voc rehab services to get/keep job. •*Division of Developmental Disabilities* (DDD) – must have a developmental disability that began prior to age 18 & expected to continue. •*WorkSource* – connects employment, training services into a local, regional, national network. Open to all. •*Mental Health* - individual referral	☐Assist Sp Ed staff educate parents about entitlement & eligibility; ☐Have general knowledge of agencies that students connect; ☐Insure that an Agency Connection is listed on the IEP; ☐Facilitate agency participation in IEP & transition planning.	☐Educate parents about entitlement & eligibility; ☐ Establish relationship with DVR HS Liaison; ☐Have general knowledge of DVR, DDD services; ☐Know DDD Caseworker(s) ☐Know services offered by local WorkSource office; ☐Include an agency rep. at IEP meetings by age 16.	☐Know possible referral agencies for students with disabilities; ☐Know services offered by local WorkSource office; ☐Provide students, parents, staff with appropriate mental health referrals; ☐Assist Sp Ed staff educate parents about entitlement & eligibility.
Specially Designed Instruction	☐Instruction that is directly related to student needs in relation to disability; ☐Instruction addresses the skills needed for post-school life from basic life skills to college preparation, depending on student desires and abilities.	☐Maintain focus of sp ed classes as student needs not course content; ☐Create & support a delivery system that allows Specially Designed Instruction; ☐Use staffing allocations & teaching assignments for SDI.	☐Create course content that focuses on students' needs & deficit areas; ☐De-emphasize subject specific courses; ☐Assist general ed teachers adjust course content & delivery.	☐Assist in developing master schedule that supports SDI; ☐Schedule IEP students in SDI course sections as much as possible; ☐Support general ed & special ed teachers with SDI methods.
Graduation	***Options:*** ☐Complete all grad requirements ♦Cr/req, state assessment, project, plan ☐Alternative grad requirements	☐Be knowledgeable of alternative requirement options; ☐Participate in annual review of grad option, if possible	☐Coordinate team decision for appropriate option; ☐Coordinate/document option;	☐Certify graduation with general requirements; ☐Certify graduation with alternative requirements;

TRANSITION SERVICES for I E P STUDENTS

QUICK REFERENCE

Requirements	♦Determined & documented by age 16 and no later than age 17. •IEP determined diploma	☐Certify graduation with input from IEP Team.	☐Coordinate annual review of option.	•Certify IEP diploma; ☐Communicate with admin re: certifications.

Comparison of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and the Americans with Disabilities Act (ADA).

	IDEA	Section 504	ADA
Requirements in the Law	• Provides a free, appropriate public education in the least restrictive environment.	• Requires any agency, school or institution receiving federal financial assistance to provide persons with disabilities to the greatest extent possible, an opportunity to be fully integrated into the mainstream.	• Extends coverage of section 504 to employment, public and private educational institutions, transportation providers and telecommunications regardless of presence of any federal funding.
Definitions in the Law	• Specific disability categories are defined in the law; covers students with educational disabilities that require special services from specifically trained teachers • Not all students with disabilities are eligible	Defines persons with disabilities who: • have a physical or mental impairment which limits one or more major life activities; • have a record of such an impairment; or • are regarded as having an impairment	• Definition of disability essentially same as Section 504 and extends coverage to persons without disabilities who may be related to or associated with a person with disability; Includes HIV status, contagious and non-contagious diseases.
Who is covered	• Covers students with educational disabilities that require special education services ages 3-21 or until graduation.	• Protects all persons with a disability from discrimination in educational setting based solely on disability.	• Protects all persons with a disability from discrimination in educationa setting based solely on disability.
Services provided	• Offers educational services that are remedial in addition to services available to all mainstream students (i.e., PE, Art, field trips)	• Eliminates barriers that would prevent a student from full participation in programs/services offered to the general school population.	• Eliminates barriers that would prevent a student from full participation in programs/services offered to the general school population.
Funding	• Schools receive federal funding to provide remedial services.	• Requires that schools not discriminate based on student's disability and most provide appropriate accommodations, but schools receive no additional financial support to provide support service or auxiliary aids.	• Requires that schools not discriminate based on student's disability and most provide appropriate accommodations, but schools receive no additional financial support to provide suppo service or auxiliary aids.

Source: *Washington Association on Postsecondary Education and Disability (WAPED)*

	IDEA	Section 504	ADA
Evaluation/Documentation	• School district is responsible for identifying and evaluating students with disabilities	Same for elementary and secondary schools Same for students in college	• Students must self-identify as having a disability and must provide adequate documentation of disability
	• Evaluations are the responsibility of the school and are performed at no expense to student/parent.	Same for elementary and secondary schools Same for students in college	• Evaluations/documentation of disability are student's responsibility and expense.
	• Parents must consent to evaluations and placement decisions	Same for elementary and secondary schools Same for students in college	• Student has responsibility for advocacy, negotiating accommodations plan.
IEP/Accommodations	• Individualized Education Program (IEP) developed with parents, teachers and other specialists involved.	• 504 Plan developed with parents, teachers, school personnel involved (for elementary/secondary students)	• Accommodation plan developed with student, Disabilities Service Coordinator on campus.
Classroom Placement	• Placement must be in the least restrictive environment; may be special classrooms, resource, or regular classroom. (Elementary and secondary students).	• Placement is in regular classroom with support services to eliminate barriers to the educational experience. (Elementary, secondary & college students.)	• All courses are mainstream with accommodations provided to students who qualify under ADA.

THE LAW

Transition Services – What the Law Says

OVERVIEW OF INDIVIDUALS WITH DISABILITIES ACT OF 2004

The reauthorized *Individuals with Disabilities Education Improvement Act* (IDEA) was signed into law on December. 3, 2004 by President George W. Bush. The provisions of the act became effective on July 1, 2005, with the exception of some of the elements pertaining to the definition of a "highly qualified teacher" that took effect upon the signing of the act. This is one in a series of documents, prepared by the Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education, that covers a variety of high-interest topics and brings together the statutory language related to those topics to support constituents in preparing to implement the new requirements. This document addresses only the changes to the IDEA provisions regarding secondary transition that took effect on July 1, 2005.

The IDEA 2004 defines transition services as follows:

> A coordinated set of activities for a child with a disability that--
>
> (A) is designed to be within an results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation.
>
> (B) is based upon the individual child's needs, taking into account the child's strengths, preferences and interests; and
>
> (C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.
>
> 34 CFR §300.43 WAC 392-172A-01190

IDEA 2004 also requires that:

> Beginning not later than the first IEP to be in effect when the child is 16 and updated annually thereafter, the IEP must include:
>
> (A) appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills;
>
> (B) the transition services (including courses of study) needed to assist the child in reaching those goals; and
>
> (C) beginning not later than one year before the child reaches the age of majority under state law, a statement that the child has been informed of the child's rights under IDEA, if any, that will transfer to the child on reaching the age of majority under Section 615(m).
>
> 34 CFR §300.320(b)(1)(2) 34 CFR §300.320(c)
>
> WAC 392-172A-03090 (j)(k)

WHAT IS TRANSITION PLANNING?

Transition planning is a partnership involving students with disabilities, their families, school personnel, community and adult service agencies, employers, and interested others. The purpose is to help students identify opportunities and experiences during their school years to prepare them for life as an adult.

Transition planning should be an integral component of the student's IEP, focusing both on present and future needs of the student. Planning for the future should help the IEP team design functional instructional programs that reflect the student's interest and needs for life as an adult in the areas of employment, community living and community involvement, postsecondary education, leisure activities and the development of friendships. Effective transition services should enable the student to help manage his/her future.

WHAT DOES THE LAW REQUIRE?

Definition of "transition services" and other terms.

(1) As used in this chapter, the term *transition services* means a coordinated set of activities for a special education student that:

(i) is designed to be within an results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment),

continuing and adult education, adult services, independent living or community participation.

(ii) is based upon the individual child's needs, taking into account the child's strengths, preferences and interests; and

(iii) Includes:
(a) Instruction;
(b) Related services;
(c) Community experiences;
(d)The development of employment and other post-school adult living objectives; and
(e) when appropriate, acquisition of daily living skills and functional vocational evaluation.

34 CFR §300.43 WAC 392-172A-01190

Individualized Education Program

(1) Each student's individualized education program shall include:

(A) For each special education student beginning at age 16 (or younger, if determined appropriate by the IEP team), and updated annually, a statement of the needed transition services under the applicable components of the student's IEP that focuses on the student's courses of study (such as college preparatory classes or vocational education program or work based learning) and includes, if appropriate, a statement of the interagency responsibilities or needed linkages.

(B) Beginning at least one year before a student reaches the age of majority under state law, the student's individualized education program must include a statement that the student has been informed of his or her rights under Part B of the Individuals with Disabilities Education Act, if any, that will transfer to the student on reaching the age of majority;

34 CFR §300.320(b) WAC 392-172A-03090 (j)(k)

Parent notice of IEP meeting-Transition needs or services. If a purpose of the individualized education program meeting is the consideration of transition services needs for a student, the individualized education program must also:

(1) For a special education student beginning at age 16, or younger, if appropriate:

a. Indicate that a purpose of the meeting will be the development of a statement of the transition service needs of the student;
b. Indicate that a purpose of the meeting is the consideration of needed transition services for the student;
c. Indicate that the agency will invite the student; and
d. Identify any other agency that will be invited to send a representative.

Transition services participants.

(1) The public agency shall invite a special education student of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of the student's transition services needs;

(2) If the student does not attend the IEP meeting, the public agency shall take other steps to ensure that the student's preferences and interests are considered.

(3) In implementing the requirements of this section, the public agency also shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition services.

(4) If an agency invited to send a representative to a meeting does not do so, the public agency shall take other steps to obtain participation of the other agency in the planning of any transition services.

34 CFR §300.321(b)(1) WAC 392-172A-03095

WHAT OTHER LEGISLATION IS IMPORTANT TO THE TRANSITION PROCESS?

The Americans with Disabilities Act of 1990 (ADA)

The Americans with Disabilities Act of 1990 ensures that people with disabilities, including students, have equal access to employment, transportation, public accommodations, and telecommunications. To provide access, reasonable accommodations must be made in employment; new public transit vehicles must be accessible or paratransit service provided; auxiliary aids and services must be provided by businesses and public services to enable a person with a disability to use and enjoy the goods and services available to the public, and telephone companies must offer telecommunications devices for the deaf or similar devices. The ADA and Section 504 of the Rehabilitation Act of 1973 require postsecondary training institutions to provide reasonable accommodations to qualified students to ensure their access to postsecondary training.

The Rehabilitation Act (Amendments of 1992)

The purposes of the Rehabilitation Act of 1973 are to empower individuals with disabilities to prepare for and obtain employment, economic self-sufficiency, independence, inclusion and integration into society through comprehensive and coordinated state-of-the-art programs of vocational rehabilitation, independent living centers and services. The Rehabilitation Act of 1973 was re-authorized in 1992. The amendments adopted the IDEA definition of transition services and required state rehabilitation agencies to establish policies and procedures to facilitate the transition of youth with disabilities from school to the rehabilitation service system.

The vocational rehabilitation division established in each state by the Rehabilitation Act provides vocational rehabilitation services to interested and eligible individuals who (1) have the presence of a physical or mental impairment which constitutes or results in a substantial impediment to employment for that person; and (2) the individual requires vocational rehabilitation services to prepare for, enter, engage in, or retain gainful employment.

The Education Reform Act (HB 1209)

This is a State of Washington law that has new and more rigorous standards of learning based on four broad student-learning goals to help prepare students for life and work in the 21st century. The new goal of the Education Reform Act is to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives.

The goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to:

1. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings,
2. Know and apply the core concepts and principles of mathematics, social, physical and life sciences; civics and history; geography; arts; and health and fitness.
3. Think analytically, logically, and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.
4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

It is this fourth goal that forms the basis for the state's school-to-work system for all students, including students with disabilities.

Providing Accommodations

Accommodations are changes made in a classroom, work site, or assessment procedure that help people with disabilities learn, work, or receive services. Accommodations are designed not to lower expectations for performance in school or work but to alleviate the effects of a disability. Common accommodations include allowing a student with a learning disability extra time to complete an assignment or a test, providing amplification equipment for a student with a hearing impairment in a classroom, or providing a special keyboard in a work place for someone with dexterity problems.

Federal laws require that accommodations be provided to people with disabilities who need them in the classroom, at work sites and in most public places. The ADA mandates equal opportunity for people with disabilities in employment, education, state and local government services, public accommodations, and transportation. Similarly, IDEA ensures the right of youth with disabilities to a free and appropriate public education that meets their unique learning needs. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with disabilities under federal grants and programs. These laws are designed to ensure equal opportunity for people with disabilities in employment, education, government services, public accommodations, and transportation.

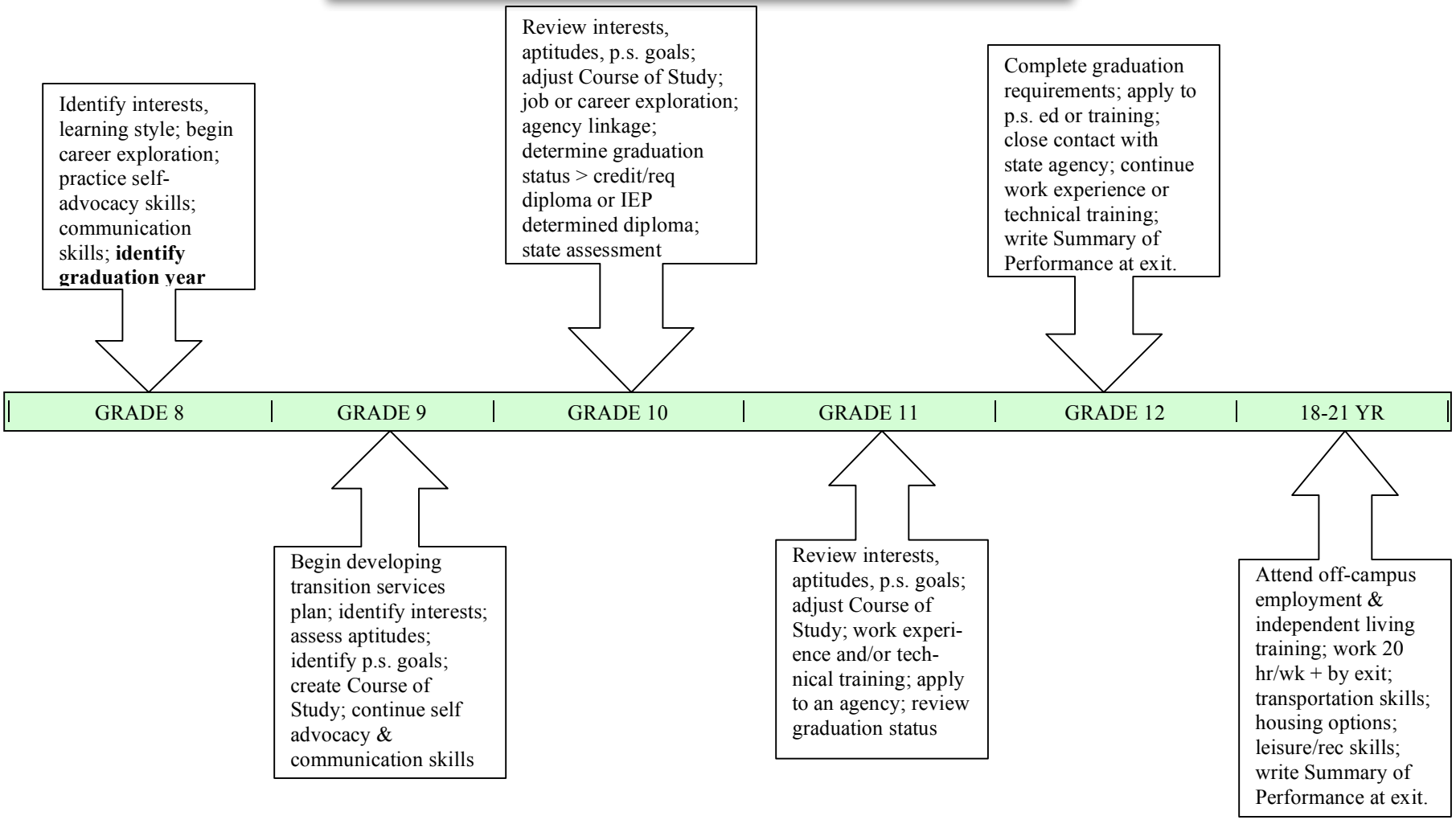
Table 2.1 Common Accommodations in Classrooms, Assessment Settings, and Workplaces

Presentation Accommodations	Information read aloud
	Sign language
	Braille
	Large print
	Directions clarified
	Assistance from another person
Presentation Equipment Accommodation	Magnification
	Amplification
	Noise buffer
	Templates
	Audio/video cassettes
	Lighting/acoustics
	Computer or other machinery
Response Accommodations	Communication device (symbol boards, talking boards)
	Computer or other machinery
	Spell checker
	Brailler
	Tape recorder
	Calculator
Scheduling Accommodations	Extended time
	Extra breaks
	Multiple sessions
	Time beneficial to individual (such as around medication schedule)
Setting Accommodations	Number (individual may work better alone or in small groups)
	Place (individual may work better at home or off-site setting)
	Proximity (individual may need to be closer to instructor, blackboard, restrooms, etc.)

Adapted from Thurlow, House, Boys, Scott, and Ysseldyke (2000)

TRANSITION TIMELINES

TransitionTimeline



Transition Checklist

The following is a checklist of transition activities that students and parents should consider when preparing transition plans with the IEP team. The student's skills and interests will determine which items on the checklist are relevant. This checklist is used to determine whether or not these transition issues should be addressed at IEP transition meetings. The checklist can also help identify who should be part of the IEP transition team. Responsibility for carrying out the specific transition activities should be determined at the IEP transition meetings.

Four to Five Years Before Leaving the School District

- ☐ Identify personal learning styles and the necessary accommodations for an IEP student to be a successful learner and worker.
- ☐ Identify career interests and skills, complete interest and career inventories, and identify additional education or training requirements.
- ☐ Explore options for post- secondary education and admission criteria.
- ☐ Identify interests and options for future living arrangements, including supports.
- ☐ Learn to communicate effectively your interests, preferences, and needs.
- ☐ Be able to explain your disability and the accommodations.
- ☐ Learn and practice informed decision making skills.
- ☐ Investigate assistive technology tools that can increase community involvement and employment opportunities.
- ☐ Broaden experiences with community activities and expand friendships.
- ☐ Pursue and use local transportation options *outside of family*.
- ☐ Investigate money management and identify necessary skills.
- ☐ Acquire identification card and the ability to communicate personal information.
- ☐ Identify and begin learning skills necessary for independent living.
- ☐ Learn and practice personal health care.

Two to Three Years Before Leaving the School District

☐ Identify community support services and programs (Vocational Rehabilitation, County Services, Centers for Independent Living, etc.)

☐ Invite adult service providers, peers, and others to the IEP transition meeting.

☐ Match career interests and skills with vocational course work and community work experiences.

☐ Gather more information on post secondary programs and the support services offered; make arrangements for accommodations to take college entrance exams.

☐ Identify health care providers and become informed about sexuality and family planning issues.

☐ Determine the need for financial support (Supplemental Security Income, state financial supplemental programs, Medicare).

☐ Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation).

☐ Explore legal status with regards to decision making prior to age of majority.

☐ Begin a résumé and update it as needed.

☐ Practice independent living skills, e.g., budgeting, shopping, cooking, and housekeeping.

☐ Identify needed personal assistant services, and if appropriate, learn to direct and manage these services.

One Year Before Leaving the School District

☐ Apply for financial support programs. (Supplemental Security Income, Independent Living Services, Vocational Rehabilitation, and Personal Assistant Services.

☐ Identify the post-secondary school you plan to attend and arrange for accommodations.

☐ Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post secondary and work environments.

☐ Specify desired job and obtain paid employment with supports as needed.

☐ Take responsibility for arriving on time to work, appointments, and social activities.

☐ Assume responsibility for health care needs (making appointments, filling and taking prescriptions, etc.).

☐ Register to vote and for selective service (if male).

Post-ITT
(Postsecondary Innovative Transition Technologies)

Post-ITT is a free web-based resource designed to help students with disabilities make the **transition from high school to college**. It has comprehensive information about disability support services and activities designed to guide you through this process. The activities may begin in the 9th grade and are accomplished online. Sample activities include:

9th Grade

Assess your likes, strengths, and disability
Discuss careers and college
Plan your life after high school
Learn to advocate for your needs
Learn how assistive technology can help you

10th Grade

Continue to discuss the future: your strengths, needs, college, and work
Complete and discuss the Post-ITT planning inventory
Begin college research
Begin to work with your career/guidance counselor

11th Grade

Refine your college plan
Pre-college testing: scheduling and accommodation
Assemble disability documentation
Research colleges on the Web
Make initial contact with disability service offices at colleges

12th Grade

Meet with your DVR counselor
More college research activities
Discuss how assistive technology can help you in college
Follow-up contact with college disability office

Visit Post-ITT on the web at www.postitt.org. For information call 206-285-9317 or e-mail postitt@wri-edu.org

TRANSITION ASSESSMENT

Age-appropriate Transition Assessment

Age-appropriate transition assessments are used to determine the individual student's needs, taking into account the students preferences, aptitudes and interests.

Informal and Formal Assessment

- **Informal**
  - — Observation checklists
  - — Student self-evaluations
  - — Job history
  - — Academic data
  - — Previous testing
  - — Curriculum-based assessment

- **Formal**
  - — Career assessments
  - — WOIS
  - — ASVAB
  - — Choices
  - — Magellan
  - — Work Keys

IDENTIFICATION OF NEEDS AND AGE-APPROPRIATE TRANSITION ASSESSMENT

It is necessary to identify the student's interests and preferences, and their strengths as well as their needs in order to develop the IEP. This information can be gathered in a variety of ways. The compilation of age-appropriate transition assessments is one method. It is best practice to attach the assessment summary to the IEP after each review.

The age-appropriate transition assessment components:

- Aptitudes
- Interests
- Preparation opportunities.

When interests and aptitudes do not match, one needs to learn new skills and/or gain new experiences, or change interests. Tests, grades, and past and present experiences are all measures of aptitude. The task is to bring interest and aptitude together.

In the planning that occurs with evaluation, it is particularly useful to meet with and involve not only the student, but also the student's parents. This process should take into account student and family values, as well as being culturally sensitive.

Clearly, the task of delineating student interests and aptitudes is complex and time-consuming, spanning months and even years. This task also requires creative insight, interviewing skills, interest inventories, occupational awareness activities, and extended dialogue between teachers, students, and parents.

This is not a short-term event. To affect appropriate transition services, it is necessary to commit considerable time to provide opportunities for the student to learn and experience necessary activities. It is necessary to have full student and parent participation throughout the process. Particularly students with more severe disabilities may require additional time and involvement of family, friends, and community support. Only the student with the help of parents can own the vision.

WHO FACILITATES THE TRANSITION ASSESSMENT PROCESS AND WHO ARE THE PARTICIPANTS?

- **School Personnel**
  School personnel include guidance counselors, vocational teachers, and school-to-work coordinators. Ideally, the vocational evaluation of students in the district will include students with disabilities. Along with non-disabled peers, students with IEPs would be included in any career pathways or school to work systems the district has. Special educators and the school psychologist would support that process.

- **Special Education Personnel**

  These educators assist in collecting the information necessary for the transition assessment process, to identify the post school outcome, and to establish IEP goals and objectives for the student. They help match student needs and interests with an appropriate career path. Further, they coordinate the activities in the IEP from one level to the next to provide a smooth and comprehensive transition within the school-based program and beyond.

- **Student**

  The student, with support if appropriate, assumes responsibility for identifying a career path, suggesting activities and services for his or her own transition plan, and providing feedback about the quality of experiences and services provided. The student states preferences and desires, advocating for needs and desires, as well as committing to the plan.

- **Family**

  Parents and family members provide valuable insight into the background, values, and needs of the student. The family participates in all phases of the development of the transition activities, including the implementation and evaluation of the IEP. They may also contribute pertinent information from others who are involved with the student.

- **Service Agency and Adult Service Providers**

  Representatives of agencies and adult service providers present specific information regarding the type and kind of services available through the agency.

WHAT TYPE OF INFORMATION SHOULD BE GATHERED FOR THE AGE-APPROPRIATE TRANSITION ASSESSMENTS?

Listed is a sampling of the kind of information and age-appropriate transition assessments that can be gathered in terms of a student's interest and aptitudes:

- Individual's stated interests (e.g., informal questionnaire)
- Functional life skills
- Academic skills
- Aptitudes in skills such as mechanical, spatial, numerical, and clerical
- Learning ability, reasoning and problem-solving skills, and learning style
- Communication skills
- Self-awareness and self-advocacy skills
- Physical strengths and limitations
- Healthcare needs
- Learning style
- Work experiences to include work habits, transferable skills and ability to work with others
- Community-based evaluation, which may provide additional data to the transition assessment process
- Leisure and recreational activities

WHAT METHODS ARE USED TO GATHER THE AGE-APPROPRIATE TRANSITION ASSESSMENTS?

Age-appropriate transition assessments should consider the student's individual interests, aptitudes, and preparation opportunities. This may be gathered through formal or informal means.

- **Informal assessment** consists of gathering existing information on a student, reviewing and compiling that data so as to make decisions about future goals. This information may include academic data, previous testing, observations, and interviews.

Methods used to gather this informal information may include:

- Observation checklists
- Student self-evaluations
- Interest surveys
- Job history
- Academic data, previous testing

If the information gathered through informal assessment is not sufficient to make the decisions necessary for post-high school planning, it may be appropriate to conduct a formal assessment.

• **Formal assessment** is performed by personnel trained in vocational evaluation. Standardized and criterion-referenced instruments are administered to the student, including interest tests, aptitude tests, and hands-on work samples.

As the information is gathered it becomes necessary to develop an organized procedure to collect and maintain the data. One method that may be beneficial to this process is a student evaluation portfolio. As a working document, it would be necessary to have this readily available when information is added and modified. It may also be helpful to have the portfolio become part of the permanent records within the career center of the local school district. Most important, this information must be available to the student and family so the student can learn about his strengths and relate them to the community and his individual goals. The methods used for the transition assessment should yield a more thorough understanding of the student's abilities and interests in the post school adult living domain so that decisions can be made and program planned that will lead to a greater likelihood of success.

TRANSITION ASSESSMENT INFORMATION GATHERING FORM

Student's Name: _____ Date: _____

By: ☐ SE Teacher ☐ student ☐ family ☐ GE Teacher ☐ Admin ☐ Counselor ☐ Psych ☐ Parapro ☐ Support Staff

INTERESTS	STRENGTHS	LIMITATIONS	WORK EXPERIENCE
Expressed: **Observed:** **Tested:**			

TRANSITION ASSESSMENT INFORMATION GATHERING FORM

Student's Name: ROGER age 15 Date: 10/7/07

By: ☒ SE Teacher ☐ student ☐ family ☐ GE Teacher ☐ Admin ☐ Counselor ☐ Psych ☐ Parapro ☐ Support Staff

INTERESTS	STRENGTHS	LIMITATIONS	WORK EXPERIENCE
Expressed: (Roger and family) • Special Olympics • Bowling • Going out with friends • Lifting weights • Animals • Planting lawn • Working in school kitchen **Observed:** • Physical activities • Running track • Talking with older people • Native American weaving • Preparing lunches • Karaoke **Tested:** • Computer aided interest inventory • Magellan video interest survey • Casey LifeSkills Assessment Inventory	**Interpersonal:** • Friendly – smiles and greets all people • Helps others without prompting • Able to communicate needs clearly and appropriately • Able to accept constructive criticism without resentment **Academic/functional:** • Can follow 3-step verbal directions with up to 2 variables • On Brigance: 25 functional words • Able to add/subtract 2 single digit numbers **Community/Work:** • Able to recognize multi-step task procedures • organizes work in an orderly fashion • stays on task for extended periods	**Interpersonal:** • Lack of understanding of personal space • Lacks control when frustrated or angry • Often speaks for others • Unable to resolved conflicts **Academic/functional:** • Unable to follow 3-step written directions • Unable to interpret warning labels accurately • Unable to operate a calculator accurately **Community/Vocational:** • Cannot use public transportation successfully • Lacks continuous personal hygiene habits • Interrupts coworkers to assist with their work • Work pace is slow	**School-based work experiences** • 1st semester – assisted in high school kitchen 1 hour/day • 2nd semester – continuing in food service experience in school kitchen to 2 hr/day **Community-based Experiences** • Volunteers at senior center at Tuesday Night Bingo • Is equipment manager for Special Olympics team

Based on the information above, the IEP Team has determined Roger's postsecondary goal to be **supported employment with on-the-job training**.

TRANSITION ASSESSMENT INFORMATION GATHERING FORM

Student's Name: MARIA age 16 Date: 10/7/07

By: ☒ SE Teacher ☐ student ☐ family ☐ GE Teacher ☐ Admin ☐ Counselor ☐ Psych ☐ Parapro ☐ Support Staff

INTERESTS	STRENGTHS	LIMITATIONS	WORK EXPERIENCE
Expressed: (Maria) • Working with people • Taking care of siblings • Talking on the phone • Dancing • Helping elderly grandparents • Sports • Cooking • Nursing **Observed:** (teachers, parent) • Pleasing others • Swimming • Reading to underclassmen • Volunteers to help others • Preparing classroom fiestas **Tested:** • Kiersey Temperament Survey • WOIS Interest Inventory • PLAN test • Career Cruising	**Interpersonal:** • Gets along well with peers and adults • Seeks others to offer physical or personal help • Is eager to learn new tasks • Accepts constructive criticism without resentment • Has good communication and social skills **Academic:** • Above average problem solving skills (WISC-IV) • Has basic computational skills • Able to understand written instructions with visual aids **Community/Vocational:** • Has good personal hygiene • Has excellent on-task behavior • Able to adapt to changes in routine/schedules • Has perfect job attendance	**Interpersonal:** • Not able to advocate for herself • Has limited knowledge of her disability and accommodations she needs • Does not assert herself in social and employment situations • Has difficulty completing tasks in deficit areas **Academic:** • 2.5 grade level in written language • Poor spelling skills • Has difficulty sounding out words **Community/Vocational:** • Does not ask for assistance when needed on work tasks • Lacks ability to do job search on own • Has difficulty reading complex task instructions	**School-based work experiences** • TA in attendance office – grade 9 • TA in nurse's office - grade 10 **Community-based experiences:** • Baby-sitting during middle school • Helped during middle school with grandparents in nursing home • Currently working at fast-food • Waiting for volunteer position at Walrus Community Hospital

Based on the information above, the IEP Team has determined that Sherrie's postsecondary goal is **postsecondary training** leading to employment in health occupations.

TRANSITION and the IEP

TRANSITION and the IEP
IEPs for Secondary Students

WHAT ARE THE STEPS FOR DEVELOPING THE IEP?

The entire IEP, beginning at age 16 or earlier if appropriate, is an outcome-oriented process. Courses of study or a coordinated set of activities that are appropriate for the student's long-range plans are identified and a plan is developed that will help a student achieve their postsecondary goals.

1. Identifying the student's postsecondary goals and vision.

Information must be gathered in order to identify a student's interests, preferences, needs and aptitudes. The interests might not seem realistic to the educators, but this is often typical of the process young people go through while making plans for their future. Students should be provided experiences around those interests so they may further clarify their future plans.

2. Describing the Student's Present Levels of Educational Performance (PLEP).

IDEA 2004 requires that the IEP include the student's present level of education performance and include how the disability affects the child's involvement and progress in the general education curriculum. Transition planning requires that strengths as well as limitations be identified.

The student and the parent are critical to the transition planning process. Beginning at age 16 (younger if appropriate) the student must be invited to the IEP meeting. It is important to plan the IEP meeting so that the student can attend and also to provide opportunities for the student to fully participate in this meeting. If the student does not attend, other steps must be taken to assure that the student's interests, preferences and needs are considered.

The parents are a valuable source of information regarding the student's post-school vision. This information should be included in the PLEP in order to develop the goals and objectives to support the postsecondary goal.

3. Designing Needed Transition Services

In accordance with the 2004 reauthorization of IDEA, all transition service needs are required for students by age 16, earlier if appropriate. Previously, the language in IDEA 1997 differentiated services for students beginning at age 14 from those students age 16 in terms of "transition services needs" and "needed transition services." The language in IDEA 2004 no longer makes a distinction between age 14 and 16; instead, all transition service needs are required by age 16. The new language states that

beginning no later than age 16 (earlier if appropriate) the following must be in place and updated annually: appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services (including courses of study/coordinated set of activities) needed to assist the child in reaching the postsecondary goal. Courses of study/coordinated set of activities are determined by the student's interests, preferences, and needs and may include required, elective, advanced placement, modified or specially designed courses as well as experiences in the community.

4. Determine Measurable Annual Goals.

IDEA 2004 states that a statement of measurable annual goals, including academic and functional goals, designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child's other educational needs that result from the child's disability; a description of how the child's progress toward meeting the annual goals will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report card) will be provided.

For example, a student that has identified postsecondary education as his or her goal after high school may need self-advocacy skills in order to access accommodations on a college campus. These skills might be addressed through a conversation with the student and support at home, or in a general education classroom. Goals addressing self-advocacy would be written for the student if these skills were taught by the special education teacher and required special education services.

POINTS TO CONSIDER

In the IEP that is in affect when the student turns 16 (or younger):

- The student's course of study as it relates to postsecondary goal.
- The graduation plan for the student (e.g., standard credit format, standard credit format with special education for substitutions, IEP-determined, and/or other).
- A statement of transition services needs must be included in each of the student's subsequent IEPs.
- Transition services are designed within an results-oriented process that promotes movement from school to post-school activities, including postsecondary education or training, integrated employment, adult education and services, independent living, or community participation.
- Transition services are based on the individual student's needs, taking into account the student's interests, preferences, needs and aptitudes.
- Annual measurable goals and short-term objectives/benchmarks must be related to an identifiable postsecondary goal for students needing specially

designed instruction which may include community experiences, the development of employment and other post school adult living objective, and acquisition of daily living skills.

- Transition services may be special education, if provided as specially designed instruction or related services, if required to assist a student to benefit from special education.

TRANSITION CHECKLIST FOR SCHOOL PERSONNEL

Criteria critical to the effective transition of students with disabilities from school to adult life include the following:

- Transition team members, including students and parents, have a thorough knowledge and understanding of the transition process and alternatives for after graduation.
- Students, along with their families/advocates, are included and involved in the IEP/transition planning process.
- Adult human service and/or higher education staff are actively involved in each student's transition process.
- Students receive training to increase awareness of their disabilities, understand the accommodations needed for successful learning, and to develop self-advocacy skills.
- School counselors are trained and qualified to provide career guidance to students with disabilities.
- No later than age 16, a comprehensive functional evaluation, including age-appropriate transition assessments, is completed, measurable postsecondary goal(s) identified, and needed transition services determined.
- The district offers a full range of curricular options to provide students with multiple career paths.
- No later than age 16, the IEP includes the needed transition services and where appropriate interagency linkages.
- The district has established graduation policies consistent with WAC 180-51-115, which considers transition and ensure that all students with disabilities can earn a regular high school diploma.
- The district has formal or informal written interagency agreements with appropriate postsecondary service providers.
- The district has a follow-up process to track all graduates for at least 3 years after graduation. The following areas should be considered:

    - Employment
    - Postsecondary training
    - Community participation
    - Living environments
    - Friendships/relationships

- The community has established some form of transition planning team.
- Employers are actively involved with the school to assure the growing development of vocational options for youth:

    - Vocational advisory committees
    - Community-based training options, internships, and/or apprenticeships
    - Input on curriculum

TRANSITION ASSESSMENT INFORMATION GATHERING FORM

Student's Name: ROGER age 15 Date: 10/7/07

By: ☒ SE Teacher ☐ student ☐ family ☐ GE Teacher ☐ Admin ☐ Counselor ☐ Psych ☐ Parapro ☐ Support Staff

INTERESTS	STRENGTHS	LIMITATIONS	WORK EXPERIENCE
Expressed: (Roger and family) • Special Olympics • Bowling • Going out with friends • Lifting weights • Animals • Planting lawn • Working in school kitchen **Observed:** • Physical activities • Running track • Talking with older people • Native American weaving • Preparing lunches • Karaoke **Tested:** • Computer aided interest inventory • Magellan video interest survey • Casey LifeSkills Assessment Inventory	**Interpersonal:** • Friendly – smiles and greets all people • Helps others without prompting • Able to communicate needs clearly and appropriately • Able to accept constructive criticism without resentment **Academic/functional:** • Can follow 3-step verbal directions with up to 2 variables • On Brigance: 25 functional words • Able to add/subtract 2 single digit numbers **Community/Work:** • Able to recognize multi-step task procedures • Organizes work in an orderly fashion • Stays on task for extended periods	**Interpersonal:** • Lack of understanding of personal space • Lacks control when frustrated or angry • Often speaks for others • Unable to resolved conflicts **Academic/functional:** • Unable to follow 3-step written directions • Unable to interpret warning labels accurately • Unable to operate a calculator accurately **Community/Vocational:** • Cannot use public transportation successfully • Lacks continuous personal hygiene habits • Interrupts coworkers to assist with their work • Work pace is slow	**School-based work experiences** • 1st semester – assisted in high school kitchen 1 hour/day • 2nd semester – continuing in food service experience in school kitchen to 2 hr/day **Community-based Experiences** • Volunteers at senior center at Tuesday Night Bingo • Is equipment manager for Special Olympics team

AGE-APPROPRIATE TRANSITION ASSESSMENT SUMMARY
Roger, age 15

 NEEDS: Roger needs to understand the concept of personal space, not to interrupt and answer for others, and learn to resolved conflicts appropriately. Roger needs to learn to exercise personal control when he is frustrated or angry.

 STRENGTHS: Roger is friendly, greets everyone with a smile; he helps others without being asked; he is able to communicate his needs clearly and appropriately. Roger can follow 3-step directions with two variables. He knows 25 functional words (Brigance), is able to add/subtract 2 single digit numbers. Roger is able to recognize multi-step task procedures, organize his work in an orderly fashion and stay on task for extended periods.

 PREFERENCES: Roger prefers physical activities, working and interacting with people and variety in work tasks or personal routine.

 INTERESTS: Roger is interested in sports, lifting weights, working on lawns, special Olympics and running track. He is interested in arts and crafts (Native American), working in food services environment and socializing with friends.

MEASURABLE POSTSECONDARY GOALS
Roger, age 15

- **Postsecondary education/training:**
  - After graduation, Roger will participate in training to improve his work skills in his job.

- **Employment:**
  - After graduation, Roger will be employed in the community with supports.

- **Independent Living:**
  - After high school, Roger will independently prepare for work each day, including dressing, making his bed, making his lunch and accessing transportation.

TRANSITION SERVICES and COORDINATED SET OF ACTIVITIES

Instruction:

- Instruction on personal hygiene;
- Participation in community-based instruction related to employability skills;
- Community-based instruction on purchasing grocery items;

- Instruction related to social skills in a work setting;

Related services:

- Counseling services to increase ability to manage anger;

Community experiences:

- Job shadowing in food service environment;
- Work experience in cafeteria or restaurant;
- Transit training to/from work experience sites;

Development of employment and other post-school adult living objectives:

- Vocational rehabilitation referral;
- Meeting with job coach in classroom and community settings;
- Meeting with SSI representative to determine possible financial benefits;

Acquisition of daily living skills and functional vocational evaluation:

- Completing an adaptive behavior scale;
- Completing a self-determination scale
- Teacher made task analysis of self-care

COURSE of STUDY
Roger, age 15

AGE 14-15	**AGE 16-17**	**AGE 18**
PE	PE	Communication skills
Communication skills	Communication skills	Independent living skills
Independent living skills	Independent living skills	Supervised Work Experience
Job Readiness skills	Supervised Work Experience	Supervised Work Experience
	Job Readiness skills	Supervised Work Experience
AGE 19	**AGE 20**	**AGE 21**
School to Employment Program	*School to Employment Program*	*School to Employment Program*
Independent living skills	Independent living skills	Employed with support 20 hr/wk
Transportation training	Transportation training	Transition program 4 hr/wk
Job readiness skills	Work Experience with support – ½ day	
Job Shadowing		
13th Year Plan: Supported Employment		Graduation Standard: Certificate of Individual Achievement WAAS

COURSE of STUDY
Roger, age 15

Roger is in his first year in high school. He will attend school until he is 21. The IEP Team will determine graduation credits and requirements and the appropriate state assessment.

Roger's academic program will focus on communication skills, social skills, independent living skills and work skills. The curriculum and activities will emphasize appropriate communication and social skills on the job and transportation training, independent self-medication and self-advocacy skills as related to work and living situations.

He will participate in an in-school work experience (cafeteria) his first year of high school and then supervised group work experiences in the community leading to individual supervised work experiences. Roger will attend the school to employment program at the off-campus site until he is 21. He will learn work readiness skills, transportation and communication skills. He will have a job upon leaving the school program. He will receive on-the-job training and support.

ANNUAL IEP GOALS
Roger, age 15

(condition, behavior, criterion, timeframe)

1. **GOAL 1:** Given a list of his strengths and needs, Roger will increase his ability to identify the work skills in which he needs to improve upon from 30% to 60% by June 2008

2. **GOAL 2:** Given the ingredients for a sandwich and task analysis, Roger will increase his ability to follow the steps to make a sandwich from 50% to 90% accuracy by June 2007.

TRANSITION ASSESSMENT INFORMATION GATHERING FORM

Student's Name: MARIA age 16 Date: 10/7/07

By: ☒ SE Teacher ☐ student ☐ family ☐ GE Teacher ☐ Admin ☐ Counselor ☐ Psych ☐ Parapro ☐ Support Staff

INTERESTS	STRENGTHS	LIMITATIONS	WORK EXPERIENCE
Expressed: (Maria) • Working with people • Taking care of siblings • Talking on the phone • Dancing • Helping elderly grandparents • Sports • Cooking • Nursing **Observed:** (teachers, parent) • Pleasing others • Swimming • Reading to underclassmen • Volunteers to help others • Preparing classroom fiestas **Tested:** • Kiersey Temperament Survey • WOIS Interest Inventory • PLAN test • Career Cruising	**Interpersonal:** • Gets along well with peers and adults • Seeks others to offer physical or personal help • Is eager to learn new tasks • Accepts constructive criticism without resentment • Has good communication and social skills **Academic:** • Above average problem solving skills (WISC-IV) • Has basic computational skills • Able to understand written instructions with visual aids **Community/Vocational:** • Has good personal hygiene • Has excellent on-task behavior • Able to adapt to changes in routine/schedules • Has perfect job attendance	**Interpersonal:** • Not able to advocate for herself • Has limited knowledge of her disability and accommodations she needs • Does not assert herself in social and employment situations • Has difficulty completing tasks in deficit areas **Academic:** • 2.5 grade level in written language • Poor spelling skills • Has difficulty sounding out words **Community/Vocational:** • Does not ask for assistance when needed on work tasks • Lacks ability to do job search on own • Has difficulty reading complex task instructions	**School-based work experiences** • TA in attendance office – grade 9 • TA in nurse's office - grade 10 **Community-based experiences:** • Baby-sitting during middle school • Helped during middle school with grandparents in nursing home • Currently working at fast-food • Volunteer at Walrus Community Hospital

AGE-APPROPRIATE TRANSITION ASSESSMENT SUMMARY
Maria, age 16

 NEEDS: Maria needs to develop self-advocacy skills and increase her knowledge of her disability and be able to ask for appropriate accommodations. She needs to increase assertiveness in work and social situations. Maria needs to continue specialized instruction in the area of reading and written language. She has difficulty reading complex task instructions and needs to ask for accommodations and/or learn to make adjustments to her work situation to complete complex tasks. Maria needs to learn how to conduct job searches independently.

 STRENGTHS: Maria maintains good rapport and relationships with peers and adults. She helps others without prompting. She is eager to learn new tasks and is able to accept constructive criticism without resentment. She has good communication and social skills. Maria has above average problem solving skills (test name) and has basic computation skills. She is able to understand written instructions with visual aids. Maria has positive worker characteristics and traits. She has good personal hygiene, excellent on-task behavior and is able to adapt to changes in routine and schedules. She has perfect job attendance.

 PREFERENCES: Maria prefers working with people, helping others and working indoors (Kiersey). She works best in small groups or with one other person. She does not prefer to work alone or in isolation.

 INTERESTS: Maria is interested in working with people and helping others, especially elderly people (WOIS). She likes swimming, cooking and some sports (WOIS). She likes organizing activities and volunteering. Maria is interested in a career in nursing or as a physician's assistant (PLAN).

MEASURABLE POSTSECONDARY GOALS
Maria, age 16

- **Postsecondary education/training:**
  - **After graduation, Maria will successfully complete physician assistant courses at Walrus Community College.**

- **Employment:**
  - **After college, Maria will work as a physician's assistant.**

TRANSITION SERVICES and COORDINATED SET OF ACTIVITIES

- **Instruction:**
  - Self-advocacy training
  - Tutoring (peer or teacher) in reading comprehension strategies
  - Participation in Career Technical Education Courses

- Literacy instruction related to written language and spelling skills

Related services:
- None

Community experiences:
- Summer volunteer at Walrus Community Hospital
- Internship at hospital (CTE)
- Three visits to WCC and contact Disability Student Services office
- Complete four community experiences in the health care field: hospital, nursing home, rehabilitation center, physician's office

Development of employment and other post-school adult living objectives:
- Referral to DVR
- Apply for DSS services
- Apply for possible college financial aid

Acquisition of daily living skills and functional vocational evaluation:
- Not appropriate at this time

COURSE of STUDY
Maria, age16

GRADE 10	
Semester 1	*Semester 2*
English	English
Integrated Math 2	Integrated Math 2
General Science	General Science
Fundamentals of Art & Design	Foods
World History	World History
Learning Support (SE)	Learning Support (SE)

GRADE 11	
Semester 1	*Semester 2*
English	English
US History	US History
Life Science	Life Science
Health Occupations I	Health Occupations I
Health Occupations I	Health Occupations I
Learning Support (SE)	Learning Support (SE)

GRADE 12	
Semester 1	*Semester 2*
English	English
Senior History	Senior Project
Learning Support (SE)	Learning Support (SE)
Health Occupations II course	Health Occupations II course
Health Occupations II course	Health Occupations II course
Health Occupations II course	Health Occupations II course

13th Year Plan:
Postsecondary training
Nursing/PA
Graduation Standard:
Certificate of Academic Achievement - WASL
with accommodations

COURSE of STUDY
Maria, age 16

Maria is in the 10th grade. She has a learning disability in reading and written language. Maria will graduate with the credits and requirements and appropriate state assessment to earn a high school diploma.

Maria will take all the courses required to earn a high school diploma and take the WASL with accommodations. She will take science courses that relate to her postsecondary goal, general science and life science. She will apply and enroll in the Health Occupations course in her high school in grade 11, the beginning course (2 hr) and continue in grade 12 in the advanced Health Occupations course (3 hr) which includes a 2 hr after school internship at Walrus Community Hospital.

Maria will apply to Walrus Community College during her senior year in high school. She will apply to the 2-yr nursing program or physician's assistant program. She will contact the Disability Support Services at the community college before leaving high school.

ANNUAL IEP GOALS
Maria, age 16

(condition, behavior, criterion, timeframe)

1. **GOAL 1:** Given Walrus Community College information, Maria will increase her knowledge of the college's admission requirements by verbally describing these requirements from 50% accuracy to 90% accuracy.

2. **GOAL 2:** Given written information about careers in the medical and healthcare fields, Maria will increase her language skills from 2.5 grade level to 3.5 by June 2008.

SECONDARY SPECIAL EDUCATION and TRANSITION SERVICES
Student Survey

Teacher or Staff interview of student with IEP

1. Have your teachers helped you to make plans and goals for what you want to do after high school? (3,5) ☐yes ☐no If yes, how?

2. Do you know what your INDIVIDUALIZED EDUCATION PROGRAM (IEP) says about your goals for your life after high school? (4, 5, 15) ☐yes ☐no If yes, (possible probes: *employment, vocational/technical college, community college, 4-year college)*

3. Were you **invited** to attend your last IEP meeting? (14-16) ☐yes ☐no

   Did you **attend** your last IEP meeting? ☐yes ☐no

If you attended your last **IEP meeting:**

Did you do anything special to get ready for the IEP meeting? ☐yes ☐no - If yes, what?

Do you feel like the meeting was scheduled at a time that worked for you and your family? ☐yes ☐no Why or why not?

What did you do at your last IEP meeting?

How did you participate?

Did you feel that the information you gave at the IEP meeting was used by your teachers to plan your classes and services? (17) ☐yes ☐no If yes, how?

How could your teachers have made the meeting better for you?

Did your family encourage you to attend? ☐yes ☐no

4. Does your special education teacher or the teacher that writes your IEP know what your interests and strengths are? (20) ☐yes ☐no Are those interests and strengths listed in your IEP? (19) ☐yes ☐no

5. Did your high school counselor attend your last IEP meeting? (11) ☐yes ☐no

6. Have you met with your school counselor about your plans after graduating from high school? (10) ☐yes ☐no

7. Do you attend classes in the general education program? (23,25,27) ☐yes ☐no (possible probes: What classes? What are favorites? Level of difficulty for student?)

8. Have your teachers encouraged you to become involved with service learning or volunteerism in your school or community? ☐yes ☐no If yes, how?

9. If you plan on working after graduation, have you received information and training that will help you do this? (33) ☐yes ☐no.

10. If you plan to go to more schooling, have you received any information about services provided to students with disabilities while attending college or vocational training? (3) ☐yes ☐no

11. What have you learned about agencies that might help you find jobs or go to school after you graduate? (3,3343,51) ☐yes ☐, no If yes, what agencies?

12. Are you familiar with your rights under the laws for persons with disabilities such as AMERICAN DISABILITIES ACT and SECTION 504 OF THE REHABILITATION ACT OF 1973? (8) ☐yes ☐no If yes, how did this happen for you?

13. Do you feel that you are learning the skills in school that you need in order to do what you want after high school graduation? ☐yes ☐ (Probe: why or why not?)

POST SECONDARY GOAL

EMPLOYMENT

Competitive Employment

Competitive employment has been defined at the federal level as "work that is performed on a full-time basis or a part-time basis, averaging at least 20 hours per week for each pay period, and for which an individual is compensated in accordance with the Fair Standards Labor Act (FSLS)"

Competitive employment is achieved when a person secures and maintains employment without the assistance of agencies and/or support for job procurement, job training and on-going job performance or advancement.

Individual Supported Employment

Individual Employment is defined as services necessary to help an individual obtain and continue employment in individual jobs in business or industry. These services may include counseling to assist in the job selection process, initial placement, and training at the employment site, working with employers and other employees, or assisting the worker to obtain other services necessary for continued employment. The majority of those employed in individual jobs experience significantly higher wages and integration at work compared to other employment options. Currently, community-based contractors provide Individual Employment services to 229 individuals.

Group Supported Employment

Group Supported Employment provides supervised paid training opportunities, performed at business sites in groups of eight or fewer employees with disabilities. Employees assigned to these programs have demonstrated a need for ongoing supervision and support to maintain employment. Group Supported Employment can be an enclave, groups of individuals placed in a business or industrial site, or a mobile crew. Currently, community-based contractors provide Group Supported Employment services to 156 individuals.

POSTSECONDARY EDUCATION or TRAINING

Education and Training

Education or training refers to enrollment in a four-year college or university, a community college, a technical college or career school. Washington is home to six public four-year colleges and universities, 34 public community and technical colleges, and more than 300 independent colleges, universities and career schools.

Apprenticeship Programs

Apprenticeship combines classroom studies with on-the-job training supervised by a journey-level craft person or trade professional. Like a college education, an apprenticeship takes several years to become fully trained in the fields that offer apprenticeships. Apprentices earn as they learn, making less money than skilled workers and progressing to the same wages as professionals in the field once the craft has been mastered.

Job Corps

Job Corps is a no-cost education and vocational training program administered by the U.S. Department of Labor that helps young people ages 16 through 24 get a better job, make more money and take control of their lives.

At Job Corps, students enroll to learn a trade, earn a high school diploma or GED and get help finding a good job. When students join the program, they will be paid a monthly allowance; the longer they stay with the program, the more their allowance will be. Job Corps supports its students for up to 12 months after they graduate from the program.

POST-SCHOOL OUTCOMES
Links to the Internet

Employment:

WorkSource One-Stop Centers
www.wa.gov/esd/work/localconnections.htm

Division of Vocational Rehabilitation
www1.dshs.wa.gov/dvr/

Division of Developmental Disabilities
www1.dshs.wa.gov/ddd/

Washington Initiative for Supported Employment
www.theinitiative.ws

Post-Secondary Education or Training:

Washington State Community and Technical Colleges
www.sbctc.edu/colleges/default.asp

Washington State Colleges and Universities
www.hecb.wa.gov/Links/colleges/collegesindex.asp

Job Corps
http://jobcorps.doleta.gov

Washington State Apprenticeships Programs
www.lni.wa.gov/TradesLicensing/Apprenticeship/default.asp

POST-SCHOOL STATUS SURVEY of SPECIAL EDUCATION GRADUATES
A Follow-up Study since 1998

Information is collected from special education students six months after exiting the high school program by either graduating with a diploma or aging out at age 21 or dropping out. Information is collected from the last IEP and from telephone surveys with the leavers and/or their families. School district personnel use post-school outcome data to evaluate the effectiveness of their special education programs. Post-school outcome data are tied to the LEA Application for Federal Funds for Special Education and as one of four performance indicators. Districts must develop a plan to maintain or improve these indicators in their application. District personnel collect the information and send it to the Center for Change in Transition Services (CCTS), Seattle University. The data are compiled, analyzed and reported to OSPI, districts and posted on the CCTS website (www.seattleu.edu/ccts).

The data collected from this study provides the state, ESDs and local districts information about the transition plans and the outcomes for youth after leaving high school. This information is shared with principals, superintendents and school boards in many districts. The data are used to inform practices in high school programs, to increase post-secondary training and education, employment and linkages with adult agencies for youth with disabilities.

Principals are encouraged to examine the post-school report, support teachers and special education directors in gathering this information and share the information with district personnel, families and other stakeholders.

Post-School Status of Special Education Leavers
Follow-up Study Demographic Form and Telephone Survey, Seattle University

*Survey available on web site: **www.seattleu.edu/ccts***

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1. SSID Number (State Student ID): _____

(NOTE: Do not write graduate's name on this form. Use each graduate's SSID number; write that number on the form. Please be prepared to provide missing information by the SSID number.)

2. District Name: _____ **3. District Number:** _____

4. High School: _____ **5. County:** _____

6. Exit Status: *(SELECT ONLY ONE.) (NOTE: Students meeting graduation requirements via the IEP should be marked "diploma." Students exiting without a diploma at age 21 should be marked "aged out.")*

☐	(1)	Diploma	☐	(4)	Dropped out
☐	(2)	Aged out	☐	(5)	Other:
☐	(3)	GED			

7. Gender: ☐ (1) Male ☐ (2) Female **8. Birth Date:** *(Month/Day/Year)* _____/_____/_____

9. Race/Ethnicity: *(SELECT ONLY ONE.)*

☐	(1)	Asian	☐	(5)	Native Hawaiian/Pacific Islander
☐	(2)	Black/African American	☐	(6)	White
☐	(3)	Hispanic/Latino American	☐	(7)	Two or more races
☐	(4)	American Indian/Native Alaskan	☐	(8)	Not disclosed

10. Disability: *(Refer to list below & write in the disability status/code. **SELECT ONLY ONE**.)* _____

02	Emotional/behavioral disability	05	Specific learning disability	08	Deafness	12	Communication disorders
				09	Hearing impairments		
03	Orthopedic impairments	06	Mental retardation	10	Visual impairments	13	Autism
04	Health impairments	07	Multiple disabilities	11	Deaf-Blindness	14	Traumatic brain injury

From the Transition Plan in the final IEP, please obtain answers to #11 and #12.

11. Measurable postsecondary goal(s): *(MARK "YES" OR "NO" TO EACH GOAL OPTION 11-a THROUGH 11-l.)*

Yes	No		
☐	☐	**a.**	University/4-year college
☐	☐	**b.**	Community/2-year college
☐	☐	**c.**	Vocational/technical college
☐	☐	**d.**	Other training/education (*specify*)
☐	☐	**e.**	Employment (competitive)
☐	☐	**f.**	Supported employment
☐	☐	**g.**	Military

Yes	No		
☐	☐	**h.**	Independent living
☐	☐	**i.**	Supported living
☐	☐	**j.**	Other goal (*specify*)
☐	☐	**k.**	Left blank on IEP
☐	☐	**l.**	Goal not determined on IEP

12. Which of the following linkages with adult services were recommended for the student at graduation? *(MARK "YES" OR "NO" TO EACH SERVICE OPTION 12-a THROUGH 12-h.)*

Yes	No		
☐	☐	**a.**	Division of Vocational Rehabilitation
☐	☐	**b.**	Division of Developmental Disabilities
☐	☐	**c.**	Disability Support Services (college)
☐	☐	**d.**	WorkSource
☐	☐	**e.**	Mental health

Yes	No		
☐	☐	**f.**	Other (*specify*)
☐	☐	**g.**	Left blank
☐	☐	**h.**	Not determined

Telephone Interview

Name of Interviewer: _____ **SSID Number:** _____

13. Interviewer position: *(SELECT ONLY ONE.)*

☐	(1)	Teacher	☐	(4)	Administrative assistant
☐	(2)	Administrator	☐	(5)	Other:
☐	(3)	Paraprofessional/educational assistant			

14. Status of telephone interview: ☐ (1) Completed ☐ (2) Not completed

(Conduct interview with graduate or a family member. Indicate person interviewed below.)

15. Person interviewed: ☐ (1) Graduate ☐ (2) Family member ☐ (3) Other:_____

16. Is _____ *currently* in any type of school or training program?

☐ (1) Yes ☐ (2) No (*<u>If NO</u>, go to Question 17*) ☐ (3) Don't know

(<u>IF YES</u>, record school name and type.)

16a. School Name: _____

16b. Type: *(SELECT ONLY ONE.)*

☐	(1)	University/4-year college	☐	(6)	Certification program
☐	(2)	Community/2-year college	☐	(7)	Union apprenticeship
☐	(3)	Vocational/technical college	☐	(8)	Other:
☐	(4)	Military			
☐	(5)	Vocational training program	☐	(9)	Don't know

17. *If currently NOT in school or training program,* **since leaving high school has _____ *ever* been enrolled in any type of school or training program?**

☐ (1) Yes ☐ (2) No ☐ (3) Don't know

(IF YES, record school name and type.)

17a. School Name: _____

17b. Type: *(SELECT ONLY ONE.)*

☐	(1)	University/4-year college	☐	(6)	Certification program
☐	(2)	Community/2-year college	☐	(7)	Union apprenticeship
☐	(3)	Vocational/technical college	☐	(8)	Other:
☐	(4)	Military			
☐	(5)	Vocational training program	☐	(9)	Don't know

18. Did _____ make any contact with an adult service agency, such as Division of Vocational Rehabilitation, Division of Developmental Disabilities, WorkSource, etc.?

☐ (1) Yes ☐ (2) No ☐ (3) Don't know

(IF YES, mark agencies contacted. NOTE: this does not necessarily mean the graduate is receiving services, but has contacted the agency.)

18a. Agency Type: *(ANSWER "YES" OR "NO" TO EACH AGENCY OPTION 18a-a through 18a-h.)*

Yes	No		
☐	☐	**a.**	Division of Vocational Rehabilitation
☐	☐	**b.**	Division of Developmental Disabilities
☐	☐	**c.**	Disability Support Services (college)
☐	☐	**d.**	WorkSource
☐	☐	**e.**	Mental health

Yes	No		
☐	☐	**f.**	Other (*specify*)
☐	☐	**g.**	Yes, but don't know agency name
☐	☐	**h.**	None contacted

19. Does _____ *currently* work for pay?

☐ (1) Yes ☐ (2) No (*IF NO, go to Question 20*) ☐ (3) Don't know

(IF YES, complete following.)

19a. Employer (*business*) name: _____

19b. Number of hours per week: _____ **19c. Wage amount: $**_____

19d. Wage period *(Check the box that applies to the wage amount in 19c.)*

☐	(1)	Hourly	☐	(3)	Monthly	☐	(5)	Other:
☐	(2)	Weekly	☐	(4)	Annually	☐	(6)	Don't know

20. *If NOT working now,* **since leaving high school, has _____ *ever* worked?**

☐ (1) Yes ☐ (2) No ☐ (3) Don't know

(IF YES, complete following.)

20a. Employer (*business*) name: _____

20b. Number of hours per week: _____ 20c. Wage amount: $_____

20d. Wage period *(Check the box that applies to the wage amount in 20c.)*

☐	(1)	Hourly	☐	(3)	Monthly	☐	(5)	Other:
☐	(2)	Weekly	☐	(4)	Annually	☐	(6)	Don't know

21. Does _____ currently live with family? ☐ (1) Yes ☐ (2) No

22. Is _____ covered by family's health insurance? ☐ (1) Yes ☐ (2) No ☐ (3) Don't know

(IF NO or DON'T KNOW, complete the following.)

22a. Is _____ covered by any other insurance (e.g., employment benefits, Medicaid, SSI)?

☐ (1) Yes ☐ (2) No ☐ (3) Don't know

(IF YES) **22b. Type of Insurance: _____**

District Questions

*If you want to include interview questions that are unique to your district, add them here. These questions will **not** be included in your 2006 post-school report.*

1. _____

   Response: _____

   _____

2. _____

   Response: _____

   _____

3. _____

   Response: _____

   _____

Package together all surveys for the district and mail them to: **Due February 1, 2007**	**Cinda Johnson** **Center for Change in Transition Services** **Seattle University** **PO Box 222000** **Seattle, WA 98122-1090**

Washington State Post-School Status Report
2006 Special Education Graduates

Washington State

Part 1: All Special Education Graduates Reported

Part 1 provides information gathered from the final IEP for youth identified as graduating with a diploma in 2006.

(Note that percentages are based on surveys with reported data – surveys with missing information have been excluded from calculations, so totals vary slightly from question to question. Count=the number of responses; Col %=column percent.)

Special Education Graduates: Completion of Post-School Survey

	Washington State	
	Count	Col %
Graduates interviewed	3317	78.5%
Not interviewed	906	21.5%
Total reporting	4223	100.0%

Special Education Graduates: Gender

	Washington State	
	Count	Col %
Male	2739	64.9%
Female	1484	35.1%
Total reporting	4223	100.0%

Special Education Graduates: Race/Ethnicity

	Washington State	
	Count	Col %
White	3041	72.7%
Students of color	1141	27.3%
Total reporting	4182	100.0%

Special Education Graduates: Disability

	Washington State	
	Count	Col %
Emotional/behavioral	151	3.6%
Orthopedic impairment	34	.8%
Health impairment	874	20.7%
Learning disability	2450	58.0%
Mental retardation	364	8.6%
Multiple disabilities	134	3.2%
Deafness	17	.4%
Hearing impairment	41	1.0%
Visual impairment	12	.3%
Deaf-blindness	3	.1%
Communication disorder	21	.5%
Autism	86	2.0%
Traumatic brain injury	36	.9%
Total reporting	4223	100.0%

Special Education Graduates: Postsecondary Education Anticipated on IEP*

	Washington State	
	Count	Col %
Postsec ed on IEP	2871	68.0%
Not on IEP	1352	32.0%
Total reporting	4223	100.0%

*University/4-year college, 2-year college, vocational/technical college.

Special Education Graduates: Employment Anticipated on IEP*

	Washington State	
	Count	Col %
Employment on IEP	3092	73.2%
Not on IEP	1131	26.8%
Total reporting	4223	100.0%

*Includes employment (competitive and supported) and military.

Special Education Graduates: Agency Contact Recommended on IEP

	Washington State	
	Count	Col %
Agency recommended	2995	70.9%
Not on IEP	1228	29.1%
Total reporting	4223	100.0%

Part 2: Graduates Interviewed

Part 2 provides information gathered from graduates and/or families contacted in the telephone survey. Districts are encouraged to examine the surveys in addition to this report.

Graduates Interviewed: Attending Post-High School Program*

	Washington State	
	Count	Col %
Yes	1101	33.3%
No	2169	65.7%
Don't know	32	1.0%
Total reporting	3302	100.0%

*Any post-school education or training program; excludes military.

IF YES, Type of Program

	Washington State	
	Count	Col %
University/4-year	132	12.1%
Community/2-year	641	58.5%
Voc/tech college	128	11.7%
Vocational training	24	2.2%
Certification program	46	4.2%
Union apprenticeship	28	2.6%
Other	96	8.8%
Total reporting	1095	100.0%

Graduates Interviewed: Enrolled in Postsecondary Education*

	Washington State	
	Count	Col %
Yes	901	27.3%
No	2363	71.7%
Don't know	32	1.0%
Total reporting	3296	100.0%

*University/4-year college, 2-year college, vocational/technical college.

Graduates Interviewed: Working for Pay*

	Washington State	
	Count	Col %
Yes	1894	57.3%
No	1362	41.2%
Don't know	47	1.4%
Total reporting	3303	100.0%

*Includes employment (competitive and supported) and military.

Graduates Interviewed: Engaged*

	Washington State	
	Count	Col %
Yes	2472	74.5%
No	805	24.3%
Don't know	40	1.2%
Total reporting	3317	100.0%

*Currently in post-high school program, working, or both.

Graduates Interviewed: Agency Contacted

	Washington State	
	Count	Col %
Yes	1170	35.6%
No	1891	57.5%
Don't know	230	7.0%
Total reporting	3291	100.0%

Graduates Interviewed: Goal of Employment on IEP

	Washington State	
	Count	Col %
Employment on IEP	2447	73.8%
Not on IEP	870	26.2%
Total reporting	3317	100.0%

IF YES, Working for Pay

	Washington State	
	Count	Col %
Yes	1466	60.1%
No	944	38.7%
Don't know	30	1.2%
Total reporting	2440	100.0%

Graduates Interviewed: Goal of Postsecondary Education on IEP

	Washington State	
	Count	Col %
Postsec ed on IEP	2245	67.7%
Not on IEP	1072	32.3%
Total reporting	3317	100.0%

IF YES, Enrolled in Postsecondary Education

	Washington State	
	Count	Col %
Yes	831	37.2%
No	1387	62.0%
Don't know	18	.8%
Total reporting	2236	100.0%

Graduates Interviewed: Agency Contact Recommended on IEP

	Washington State	
	Count	Col %
Agency recommended	2423	73.0%
Not on IEP	894	27.0%
Total reporting	3317	100.0%

IF YES, Agency Contacted

	Washington State	
	Count	Col %
Yes	1031	42.9%
No	1207	50.2%
Don't know	168	7.0%
Total reporting	2406	100.0%

COURSE OF STUDY

TABLE 1
COLLEGE PREP PROGRAM OPTION

SECONDARY PROGRAM Grades 9-10	SECONDARY PROGRAM Grades 11-12
Academics College prep classes: instructors with high standards, peers with plans to go to college, credits needed for entrance Academic skills: gathering information, expressing ideas oral/written, synthesizing information, problem solving, content facts Working with others on projects: cooperative learning, group projects Special skills training Study skills instruction: one period, day or after school; focus on current course; work to teach skills Word processing skills: class or special instruction, spell and grammar check, all papers typed, provide equipment Self-advocacy: awareness of own disability, methods to compensate, practice requesting accommodation, knowledge of the Americans with Disabilities Act (ADA) Social Age-appropriate interests: activities, music, parties, dances Friends, acquaintances Extracurricular activities: clubs, music, sports, drama, service groups Community Involvement Volunteer in community, lifelong recreational pursuits, association in formal community groups (church, clubs), career-related paid employment Preparation for Post-secondary Settings Career awareness activities: aptitude testing, interest inventories, career fairs, field trips, counselor services	Academics College prep classes: instructors with high standards, peers with plans to go to college, credits needed for entrance Academic skills: gathering information, expressing ideas oral/written, synthesizing information, problem solving, content facts Working with others on projects: cooperative learning, group projects Special Skills Training Self-advocacy: awareness of own disability, methods to compensate, practice requesting accommodation, knowledge of the Americans with Disabilities Act (ADA); Stress reduction activities; social skills advice; peer support group; practice college course: summer, night school Social Age-appropriate interests: activities, music, parties, dances Friends, acquaintances Extracurricular activities: clubs, music, sports, drama, service groups Community Involvement Volunteer in the community, lifelong recreational pursuits, association in formal community groups (church, clubs), career-related paid employment Preparation for Post-secondary Settings Visit institutions of higher learning; Obtain entrance requirements and financial aid information; Meet disability services coordinator (see Appendix C); visit colleges; formal association with self-advocacy group; peer support groups

TABLE 2
VOCATIONAL EDUCATION/SPECIAL EDUCATION
COLLABORATIVE PROGRAM OPTION

SECONDARY PROGRAM Grades 9-10	SECONDARY PROGRAM Grades 11-12
Academic Skills Citizenship, problem solving, study skills, group interaction skills, following directions, adaptive skills as needed Vocational Skills Prerequisite skills/classes for vocational placement, intro. to careers class, vocational awareness class/ activities Employment Training/Placement Aptitude testing, interest inventories, career fairs, community exploration, job shadowing, summer employment, job clubs Social Skills Age-appropriate interests and activities: parties, music, dances friends and acquaintances, Extracurricular activities: clubs, music, sports, drama, service groups Lifelong recreational pursuits, Social skills training Peer and adult interaction skills Communication skills	Academic Skills Credits needed for entrance to post-secondary vocational program; support in vocational program; citizenship; graduation requirements, if appropriate; self-advocacy Employment Training/Placement Aptitude evaluation, interest inventory, vocational placements, summer employment, linkages to adult/community resources, transportation, drivers license Social Skills Age-appropriate interests and activities: parties, music, dances friends and acquaintances Extracurricular activities: clubs, music, sports, drama, service groups Lifelong recreational pursuits Social skills training Peer and adult interaction skills Communication skills

TABLE 3
COMMUNITY-BASED APPRENTICESHIP PROGRAM OPTION

SECONDARY PROGRAM Grades 9-10	SECONDARY PROGRAM Grades 11-12
<u>Academics</u> Citizenship skills for the 21st century; local focus for content; skills (gathering information, expressing ideas oral/written, synthesizing information, program solving, content facts, word processing); working with others on projects; self-advocacy; stress reduction <u>Employment Training/Placement</u> Aptitude evaluation, interest inventories, career fairs, community exploration, systematic exposure to occupation (units, field trips, speakers), job shadowing, summer employment, job clubs <u>Social Skills</u> Age-appropriate interests and activities: parties, music, dances friends and acquaintances Extracurricular activities: clubs, music, sports, drama, service groups Lifelong recreational pursuits Social skills training Association with formal community groups: churches, interest clubs Peer support groups	<u>Academics</u> Citizenship skills for the 21st century; local focus for content; skills (gathering information, expressing ideas oral/ written, synthesizing information, program solving, content facts, word processing); working with others on projects, self-advocacy, stress reduction <u>Employment Training/Placement</u> Job selection: 4-6 months/job On-the-job training: internships, academic instruction for specific job-related skill; Job club: resource development, letters of recommendation; systematic evaluation by employer <u>Social skills</u> Age-appropriate activities Friends and acquaintances Extracurricular activities Volunteering in the community Lifelong recreational pursuits Association with formal community groups Social skills training Peer support groups

TABLE 4
PREPARING STUDENTS FOR SUPPORTED EMPLOYMENT PROGRAM OPTION

SECONDARY PROGRAM Age 14-18	SECONDARY PROGRAM Age 19-21
Functional academics Reading and writing, money handling, time management, Self-management: eating/food preparation, hygiene, safety and health Vocational: School-Based Work Experience (14-16) Varied job clusters & training formats Students spend approximately 15% of the school week in the community for specific instruction Community-Based Work Experience (17-18) Varied job clusters & training formats Students spend approximately 35% of the school week in community work experience (at least two per year) Recreation: extracurricular activities, activities to be done alone and with friends General Community Functioning: travel, safety, shopping, eating out Social Skills: functional within everyday situations, promote peer interactions, and friendships Communication Skills: choice provided (technique, symbol system) Motor Skills: functional, training in normalized settings	Functional academics Reading and writing, money handling, time management, Self-management: eating/food preparation, hygiene, safety and health. Vocational: Community-Based Work Experience Varied job clusters & training formats Students spend 50% of the school week or more in the community job. At age 20, the schedule should reflect the post-secondary schedule Recreation/Leisure: Extracurricular activities to be done alone or with friends. Learning and practice in community settings: community college, health/ fitness center, YMCA, etc. General Community Functioning: Travel, safety, shopping, eating out Social Skills: Functional within everyday situations, promote peer interactions and friendships, focus on work-related behaviors Communication Skills: Choice provided: technique, symbol system appropriate and functional within work environment Motor skills: Functional, training in normalized settings

COURSE of STUDY
Roger, age 15

AGE 14-15	**AGE 16-17**	**AGE 18**
PE	PE	Communication skills
Communication skills	Communication skills	Independent living skills
Independent living skills	Independent living skills	Supervised Work Experience
Job Readiness skills	Supervised Work Experience	Supervised Work Experience
	Job Readiness skills	Supervised Work Experience
AGE 19	**AGE 20**	**AGE 21**
School to Employment Program	*School to Employment Program*	*School to Employment Program*
Independent living skills	Independent living skills	Employed with support 20 hr/wk
Transportation training	Transportation training	Transition program 4 hr/wk
Job readiness skills	Work Experience with support – ½ day	
Job Shadowing		
13th Year Plan: Supported Employment		Graduation Standard: Certificate of Individual Achievement WAAS

COURSE of STUDY
Roger, age 15

Roger is in his first year in high school. He will attend school until he is 21. The IEP Team will determine graduation credits and requirements and the appropriate state assessment.

Roger's academic program will focus on communication skills, social skills, independent living skills and work skills. The curriculum and activities will emphasize appropriate communication and social skills on the job and transportation training, independent self-medication and self-advocacy skills as related to work and living situations.

He will participate in an in-school work experience (cafeteria) his first year of high school and then supervised group work experiences in the community leading to individual supervised work experiences. Roger will attend the school to employment program at the off-campus site until he is 21. He will learn work readiness skills, transportation and communication skills. He will have a job upon leaving the school program. He will receive on-the-job training and support.

COURSE of STUDY
Maria, age16

GRADE 10	
Semester 1	*Semester 2*
English	English
Integrated Math 2	Integrated Math 2
General Science	General Science
Fundamentals of Art & Design	Foods
World History	World History
Learning Support (SE)	Learning Support (SE)

GRADE 11	
Semester 1	*Semester 2*
English	English
US History	US History
Life Science	Life Science
Health Occupations I	Health Occupations I
Health Occupations I	Health Occupations I
Learning Support (SE)	Learning Support (SE)

GRADE 12	
Semester 1	*Semester 2*
English	English
Senior History	Senior Project
Learning Support (SE)	Learning Support (SE)
Health Occupations II course	Health Occupations II course
Health Occupations II course	Health Occupations II course
Health Occupations II course	Health Occupations II course

13th Year Plan:
Postsecondary training
Nursing/PA
Graduation Standard:
Certificate of Academic Achievement - WASL
with accommodations

COURSE of STUDY
Maria, age 16

Maria is in the 10th grade. She has a learning disability in reading and written language. Maria will graduate with the credits and requirements and appropriate state assessment to earn a high school diploma.

Maria will take all the courses required to earn a high school diploma and take the WASL with accommodations. She will take science courses that relate to her postsecondary goal, general science and life science. She will apply and enroll in the Health Occupations course in her high school in grade 11, the beginning course (2 hr) and continue in grade 12 in the advanced Health Occupations course (3 hr) which includes a 2 hr after school internship at Walrus Community Hospital.

Maria will apply to Walrus Community College during her senior year in high school. She will apply to the 2-yr nursing program or physician's assistant program. She will contact the Disability Support Services at the community college before leaving high school.

AGENCY LINKAGES

Division of Vocational Rehabilitation Transition Program

Who's Eligible

Anyone who has a physical, mental, or sensory disability which limits the person's ability to work, the person wants to work and can work after receiving DVR services and cannot work to his/her potential without DVR services.

Not all students need to be eligible for Special Education services in order to be eligible for services through DVR. Students who are not able to participate in P.E., students who are learning disabled without qualifying for Special Education, or other students who may require daily medication for conditions such as Diabetes or severe asthma, are examples of students who may be eligible for DVR services. A student with a 504 Plan could be eligible for DVR.

Purpose

The transition program was developed to help students with disabilities successfully transition to employment.

DVR is not a crisis intervention system. Our job with young customers is not to solve their normal crises, but to provide a professional assessment of what their needs are as they prepare to enter the world of work, and provide those services required to enable them to get started on their first job.

How

- By providing guidance to help students make vocational choices that best suit their interests, aptitudes, and strengths, and to direct them toward jobs with tasks having minimum demand on the student's deficit areas.
- By identifying community vocational and support services that will provide vocational preparation opportunities.
- By assisting the student to enter job training or employment that is appropriate for him or her.
- By assisting the student retain or obtain secured employment through support services such as Job Coaching, On the Job Training, or Assistive Technology to enable adequate performance of job tasks.

When Should a Referral Occur?

A student should apply one year prior to exiting high school. This is when counselors from DVR would begin their role as a vocational counselor and team member with the school, parents and DDD, to begin assisting the student in transition planning.

DVR services continue until a determination is made that the participant cannot benefit from further services, the participant requests closure, or the participant has been successfully employed for 90 days and is able to maintain their employment without DVR support and they mutually agree to closure of their case.

How to Apply

If you are a high school student, your high school should be able to assist you by helping you complete a referral packet and routing that packet to DVR. Your referral packet should include:

1. Releases signed by the student and/or guardian.
2. Copies of evidence (documentation) that a disability exists (medical reports, psychological evaluations, MDT team report, etc.). If you do not have documentation, DVR will help you get it. However, anything you can provide will help speed the process of determining eligibility.
3. Photo copies of ID and legal authorization to work in the U.S. (Drivers license or ID and social security card)

Or, you can call the main DVR office in your area to make your application request. You will be assigned to a counselor who will schedule an appointment for you to be seen. You will be asked to bring the documentation listed above in numbers 1 through 3.

Instructions to School District

1. Each student and/or guardian should complete a release.
2. Copy the release for your records. Use this release to collect copies of the following documentation:
    a. Identity
    b. Employment authorization
    c. Medical/Special Education documents

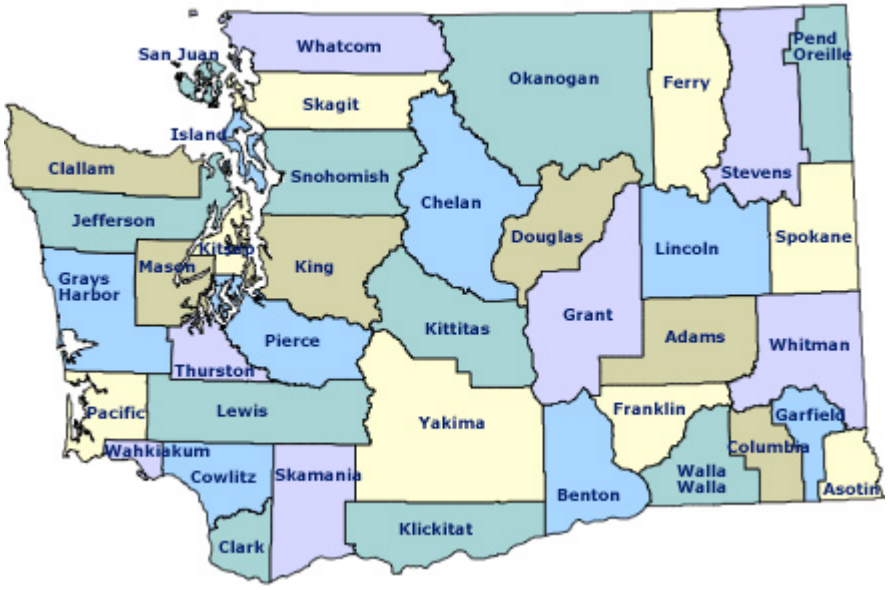
Contact DVR: http://www1.dshs.wa.gov/dvr/

Adapted from *Adolescent Health Transition Project*

DVR High School Liaisons

https://fortress.wa.gov/dshs/dvr/schooltransition/search.aspx

Select a county, using the map, to view a DVR liaison for each school.



EXAMPLE: CHELAN COUNTY

District	School	Liaison	Phone	Email
Cascade	Cascade	Cathy Kunzmann	(509) 662-0441 Voice	kunzmc@dshs.wa.gov
Cashmere	Cashmere	Larry Coburn	(509) 662-0491 Voice	coburlw@dshs.wa.gov
Chelan	Chelan Senior	Cathy Kunzmann	(509) 662-0441 Voice	kunzmc@dshs.wa.gov
Chelan	Wenatchee High	Cathy Kunzmann	(509) 662-0441 Voice	kunzmc@dshs.wa.gov
Entiat	Entiat High	Larry Coburn	(509) 662-0491 Voice	coburlw@dshs.wa.gov
Manson	Manson	Cathy Kunzmann	(509) 662-0441 Voice	kunzmc@dshs.wa.gov
Wenatchee	West Side High	Larry Coburn	(509) 662-0491 Voice	coburlw@dshs.wa.gov

Division of Developmental Disabilities (DDD)

What is DDD?

The Division of Developmental Disabilities (DDD) is part of the Department of Social and Health Services. DDD assists individuals with developmental disabilities and their families to obtain services and supports based on individual preferences, capabilities and needs, and which promote everyday activities, routines and relationships common to most citizens.

DDD uses state and federal funds to provide or purchase supports and services for eligible persons and their families. Resources are limited and needed services may not always be available. Services vary from region to region.

What is Available?

Case Management

Helps eligible people and their families:

- Identify interests and support needs;
- Coordinate planning and development of resources; and
- Monitor service delivery.

Medicaid Personal Care

Provides personal care assistance for Medicaid eligible persons assessed as needling assistance with at least one direct personal care task as a result of the person's disability. This service is provided in the person's own home or adult family home and is a Medicaid "entitlement."

Employment

Provides ongoing support services and training for eligible persons with paid jobs in a variety of settings and worksites. May include individuals or group options in the community and specialized industry settings.

Community Access

Provides activities, special assistance, advocacy and education to help eligible persons participate actively in their community.

Infant Toddler Early Intervention Program

Provides early intervention services, including family resources coordination, for eligible children from birth to age 3 and their families.

Family Support

Provides a variety of individual and community services to assist families in caring for their family member in their home. Includes respite care and therapies.

Foster Care

Provides voluntary placement in foster care, under certain circumstances, for children under 18.

Community Supports

Provides medical, dental, professional therapies, transportation, and medically intensive services.

Residential Services

Provides a variety of living alternatives for eligible persons who live with others or by themselves.

Residential Habilitation Centers (RHC)

Provides intensive services in 5 state operated residential facilities for individuals needing a high level of nursing care or skill development. In addition, respite and other specialized services may be available to persons living in the community.

Who is DDD For?

Any individual who has a developmental disability, which starts before age 18 and is expected to continue indefinitely, may be eligible for DDD services.

Developmental disabilities are:

- Mental retardation
- Developmental delay (ages birth to six)
- Cerebral palsy
    - Epilepsy

Criteria for eligibility is defined by state law.

How Do I Get Supports and Services?

1. Call your local DDD office or look in the telephone book under Washington State, Social and Health Services Department, Developmental Disabilities Division.

2. Ask for an application for services to find out if you or your family member are eligible.

3. If you or your family member has an emergency which requires immediate attention, or you cannot come in for an interview, tell the worker when you call.

4. If you have a question about your baby's development, call the Healthy Mothers, Healthy Babies Hotline or the Infant Toddler Early Intervention Program. Ask for your local family resources coordinator.

Where?

Region 1 (N.E. Washington)
1-800-462-0624

Spokane 509-456-2893 TTY 509-456-5050	Moses Lake 509-764-5673	Colville 509-685-5649
Wenatchee 509-662-0430	Colfax 509-397-4608	Omak 509-846-2098

Region 2 (S.E. Washington)
1-800-822-7840

Yakima 509-225-7970 TTY 509-225-7987	Ellensburg 509-962-7761	Clarkston 509-751-4637	Kennewick 509-374-2111
Sunnyside 509-836-5438	Walla Walla 509-527-4374	Wapato 509-877-5714	

Region 3 (N.W. Washington)
1-800-788-2053

Everett
425-339-4833
TTY 4225-339-4850

Oak Harbor
360-240-4726

Bellingham
360-676-2000
1-800-239-8285
TTY 360-738-6256

Mt. Vernon
360-416-7261
1-800-491-5266
TTY 360-416-7270

Region 4 (King County)
1-800-314-3296

Seattle
206-568-5700
TTY 206-720-3325

South King County
253-872-6490
1-800-974-4428
TTY 253-872-2762

Region 5 (Pierce/Kitsap County)
1-800-339-8227

Tacoma
253-593-2812
TTY 253-572-7381

Bremerton
360-475-3490
TTY 360-475-3492

Region 6 (S.W. Washington and Olympic Peninsula)
1-800-339-8227

Olympia
360-570-3150
TTY 360-586-4719

Port Angeles
360-452-3327
1-877-601-2760

Kelso
360-501-2520
TTY 360-501-2489

Shelton
360-432-2039
1-800-222-8295 ext. 2039

Centralia
360-807-7010

South Bend
360-875-4244

Vancouver
360-696-6350
1-888-877-3490
TTY 360-690-4738

Port Townsend
360-379-4053

Aberdeen
360-537-4360

Long Beach
360-642-6237

Disability Support Services

One of the key components in making a smooth transition to life on a college campus is linking up with the disabled student services office. The disabled student services office assists students with disabilities in accessing and utilizing accommodations in classes and on campus. When considering a college you should contact the disabled student services contact for that college and talk to them about the services they have to offer. Here are some examples of questions you may wish to ask:

- What are the documentation requirements for your institution?
- How large is the typical class?
- Are the professors/instructors overall willing to accommodate students?
- Are the classrooms/buildings physically accessible?
- How many accessible dorm rooms are available?
- Is there a student career center on campus?
- What assistive/adaptive technology is available in the library/computer lab?
- You may also want to discuss the accommodations you are presently receiving and discuss what specific options would be available on their campus.

In an effort to assist you in locating the disabled student services office on each postsecondary campus in Washington State, the Washington Association on Postsecondary Education and Disability (WAPED) maintains a list of links to disabled student services offices at institutions of postsecondary education in Washington State. If an office does not have a Web page, a link to the website of the institution is provided.

WorkSource Centers

WorkSource Centers provide all the information, technology and services business needs to thrive; and job seekers need to achieve successful careers. They represent a unique concept in the labor market - everything in one place. WorkSource Center Services are delivered to customers in a variety of ways, including:

- Self-directed efforts, such as kiosks or via the Internet
- Group programs and activities, such as workshops
- One-on-one consultations
- Training programs and business consultations

For contact names and locations, please see WorkSource Centers and Affiliated Sites.

WorkSource Affiliates serve special populations and are electronically linked to the system. All affiliates offer self service resource rooms and job search activities. For contact names and locations, please see WorkSource Centers and Affiliated Sites.

Services for businesses include:

- Computer job-matching
- Electronic job postings and resume banks
- Help with recruitment and layoffs
- Assistance arranging customized training
- Information on business, industry and economic trends
- Workplace consultations

Services for job seekers include:

- Free use of computers, copiers, phones, faxes and other career resources
- Internet access to jobs
- Job referral and placement
- Classes on how to get and keep a job
- Information on the fastest growing jobs and wages
- Referral to training and other community services
- Access to Unemployment Insurance
- Translation services

WorkSource is a joint venture of organizations dedicated to addressing Washington State's employment needs, including:

- Business
- Labor
- Employment Security Department
- Workforce Development Councils
- Community and Technical Colleges
- Department of Social and Health Services
- Workforce Training and Education Coordinating Board
- Superintendent of Public Instruction
- The Governor's Office

Partners at the local level include state partner agencies as well as non-profits and local government agencies.

Source: http://www.wa.gov/esd/work/wsfactsheet.htm

Summary of Performance Completion Guidelines
Explanation, Technical Assistance, Suggested Form, & Examples

COMPONENTS OF THE SUMMARY OF PERFORMANCE FORM
This form is used to:

- Comply with the new requirement for a "Summary of Performance" in IDEA 2004, Sec. 614(c)(5)(B)(ii). The Summary of Performance:
  a. Provides information to students who are graduating with a regular diploma to assist them in meeting their post-secondary goals; and
  b. Provides information to students who are leaving school because they exceed the age of eligibility for a free appropriate public education (end of school year in which they turn 21) to assist them in meeting their post-secondary goals.
- IDEA 2004 does not explicitly require a Summary of Performance for students who are leaving school before the end of their entitlement period due to graduation with a modified diploma or another diploma or certificate. CDE recommends that school districts provide a Summary of Performance for these students also.

The Law: One new transition requirement contained in IDEIA 2004 impacts special education students who are finishing their high school / secondary education. Specifically, §300.304 of IDEIA 2004 requires:

Language from IDEIA 2004:
§300.304 Evaluation procedures.

(B) In case of a reevaluation of a child, whether the child continues to have such a disability, and the educational needs of the child;

(e) Evaluations before change in placement.
(1) Except as provided in paragraph (e)(2) of this section, a public agency must evaluate a child with a disability in accordance with §§300.304 through 300.311 before determining that the child is no longer a child with a disability.
(2) The evaluation described in paragraph (e) (1) of this section is not required before the termination of a child's eligibility under this part due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law.
(3) For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's post high school goals.

Analysis:
The word "summary" provides a clue to the intent of the new requirement. Special Education professionals accumulate a wealth of information regarding their students, including: life goals, preferences and interests, functional and academic strengths and needs, needed accommodations, strategies for success, etc. In the past, much of this information simply ended up in a dead file, and even when file documents were copied for future service providers, they were not always in a useful and up-to-date format for the next provider. IDEIA 2004 requires that in lieu of an exit evaluation, a summary of performance be prepared during the student's exit year. A well-written Summary of Performance should make the reader feel like they know the student.

The Summary of Performance (SOP) is discussed as part of evaluation procedures. While the SOP is very closely tied to information contained in the IEP, *it should be a separate document*, which condenses and organizes the key information that should follow the student.

For the first time, IDEIA 2004 also mandates that follow-up contacts be made with special education students one year after graduation, age-out, or dropping out of school. Since the Summary of Performance is one of the last things done with students before they leave Special Education, it should contain the up-to-date post high school goals that will be addressed (measured) during the follow-up contacts.

1. Student Information:

This section contains student contact and demographic information that may be helpful to future service providers. A school contact person is also listed. Complete and up-to-date information is crucial to the follow-up process. When completing the top section of page one, be sure to address every line, print clearly or type and ensure data is current and correct. When indicating primary and secondary disability, please use the following terminology exactly and include the appropriate numerical code with the disability.

Significant Limited Intellectual Capacity	Physical Disability
Emotional Disability	Speech Language
Perceptual/Communication	Deaf-Blind
Hearing Disability	Multiple disabilities
Visual disability	Preschooler with a disability
Infant with a disability	Autism
Traumatic Brain Injury	

2. Measurable Post High School Goals:

IDEIA 2004 requires that special education students aged 16 and above have measurable post high school goals (based upon age-appropriate transition assessments) related to:

- Training
- Education
- Employment

and where appropriate,

- Independent living skills

Under IDEIA 2004, measurable post high school goals are required in three and possibly four areas. These goals, which are "the vision statements" for the student, were previously addressed under "Life Planning Outcomes" for Employment and Independent Living. To encourage the consideration of further education for students with disabilities, Congress has mandated that long-term goals in the areas of post high school training and education be part of the transition planning process. Measurable post high school goals for Independent Living are now included "where appropriate." Again, the measurable post high school goals are to be based on age-appropriate transition assessment.

To help make the post high school goals measurable, consider incorporating descriptors like those identified in the Enderle-Severson Transition Rating Scales– Appendix A, 3rd Edition when writing the student's goals:

- Employment - paid (competitive, supported, sheltered), unpaid, non-employment, etc.
- Education - 4-year college or university, technical school, 2-year college, military, etc.
- Training – specific vocational or career field, independent living skill training, vocational training program, apprenticeship, OJT, military, Job Corps, etc.
- Independent living skills – adult living, daily living, independent living, financial, transportation, etc.

3. Summary of Performance:

Student's strengths and needs should be written in an objective manner. Assessment language (average, below average, above average, etc…) rather than value words (good, nice, significant, brilliant, slow, etc…) should be used to establish these areas. It is of utmost importance that the actual levels of performance be documented clearly and without an overly positive bias. Eligibility for most adult agency services is dependent upon a need, a deficit, and a disability. This need is the key to attaining the essential services necessary for success in the post-secondary settings indicated on the first page. Over complimentary language can falsely hinder a student's ability to gain access to certain essential services. It is important that present levels of performance are honest, objective, clear, and concise.

IDEIA 2004 separates the old Present Levels of Performance concept into:

Academic Achievement & Cognitive Performance –

This should include reading, math, writing, and other related academic skills as well as general ability, problem solving skills, attention, and organization. What are the student's present levels? Include: strengths, needs, necessary accommodations, modifications, assistive technology, etc. Remember that the purpose of the document is to help that next service provider to better understand how to help the student. What do you think is the most relevant information to convey?

Functional Performance –

This could include present levels for Social/Interpersonal/Behavior Skills, Independent Living Skills, Self Care/Personal Hygiene, Environmental Access/ Motor & Mobility Skills, Self-Determination/ Advocacy/Direction, Communication, Career & Vocational, Work Tolerance/Work Skills.

4. Recommendations to Assist the Student in Achieving Measurable Post high school Goals –

This section is unique to the SOP in that it provides specific recommendations to the student, the family, and post high school agencies who may utilize the SOP for information regarding specific and meaningful steps the student, family, and provider might or should do as the student exits public education. This may include specific activities, agency linkages, recommended supports for the student and contact information for further connection with post high school agencies and service providers. It should include what steps or activities still need to take place after the student leaves school to help the student to achieve the measurable post high school goals.

5. Student Input –

Asking the student which supports and services have helped them to be successful in high school, and which services or supports will be needed in the future can be very enlightening.

GRADUATION REQUIREMENTS

INSERT

YOUR

DISTRICT'S

POLICIES

HERE

PLANNING for PROGRAM COMPLETION
Options
Recommended Practice

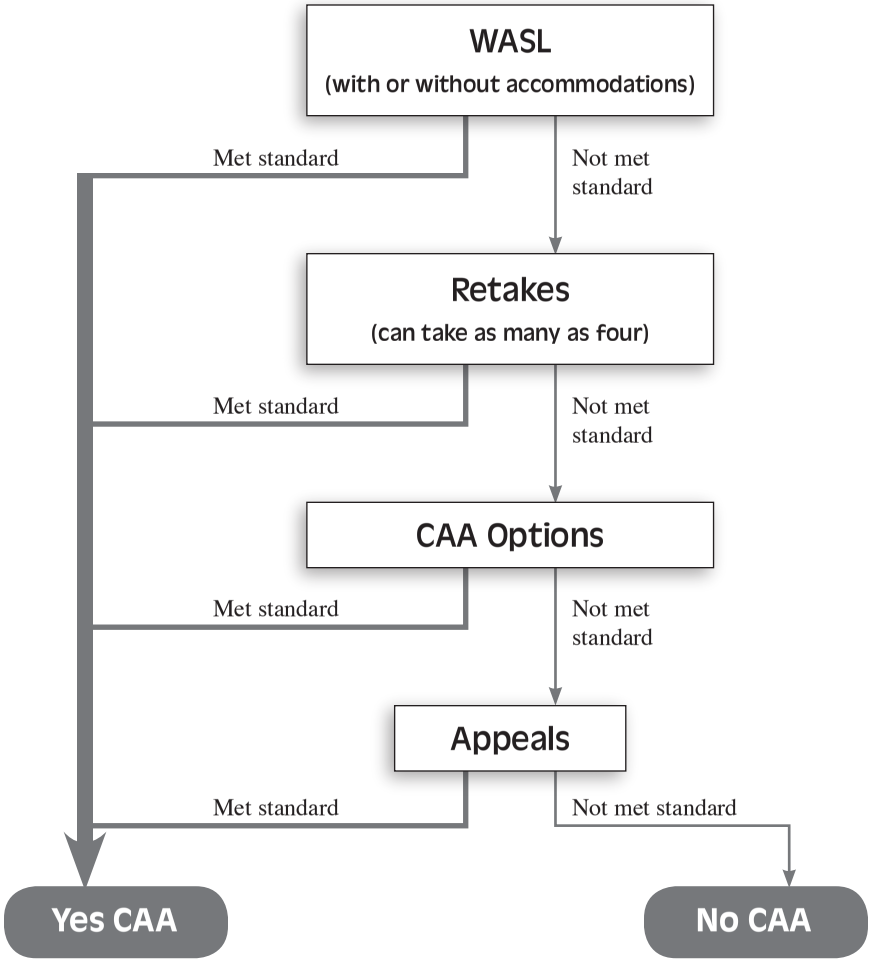
Planning should begin early in high school program; planning should be finalized <u>one year</u> prior to program completion.

<u>1. Credit & Requirement Completion + state assessment + project + plan</u>	• IEP Team determines that student is able to complete all the credit and requirements as per School Board policy to earn a standard high school diploma. • Example: 24 <u>credits</u>(varies by district) **<u>including</u>** general <u>requirements</u> in distribution: (varies by district) 4.0 English 3.0 Math 2.0 Science 3.5 Soc St 2.0 Health/PE 1.0 Arts 1.5 CTE 7.0 electives
<u>2. Course Substitution + state assessment + project + plan</u>	• IEP Team determines that a course(s) may be substituted for a course(s) in the requirement distribution. • Documentation is provided to demonstrate how the substituted course meets the standards of the original required course. • Building administrator is part of this decision/team. • Example: 1.0 credit in science is replaced with 2.0 credits in LPN training course via CTE; course syllabus is examined and attached.
<u>3. IEP Requirements + state assessment</u> (WAC 180-51-115) **+ project + plan**	• IEP Team determines that student may earn a standard high school diploma by completing individualized requirements set forth by the IEP Team. • Building administrator is part of this decision/team. • Student does not accumulate credits or complete standard requirement distribution. • Example: Student will be awarded a diploma upon completion of a 2-yr diesel mechanics with functional academic courses in sp ed to support coursework in training course.

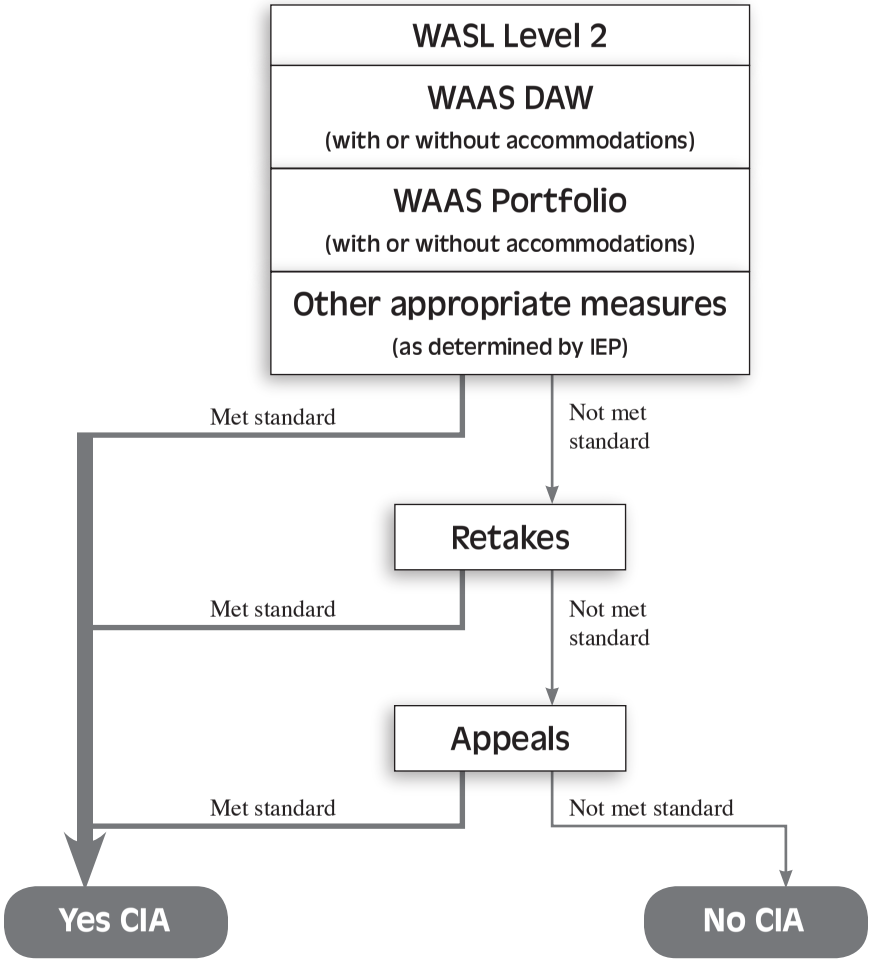
Possible paths leading to a certificate

Both the Certificate of Academic Achievement (CAA) and the Certificate of Individual Achievement (CIA) lead to a high school diploma. **Only students in special education programs can access the CIA if the Individual Education Program (IEP) team determines it is more appropriate than the CAA.** Below are flow charts illustrating the paths a student may take to earn a CAA or CIA.

Certificate of Academic Achievement (CAA)



Certificate of Individual Achievement (CIA)



Notes:

1. The path taken by a Special Education student will be determined in the student's IEP.
2. Students will be able to access remedial help at any point in the process.
3. Students need to take at least one retake before accessing the CAA Options. Accessing CAA Options does not preclude retaking the WASL. Students may access the CAA Options and continue to take the WASL.

Key:

DAW: Developmentally Appropriate WASL
IEP: Individualized Education Program
WASL: Washington Assessment of Student Learning
WAAS: Washington Alternate Assessment System

WAIVING MINIMUM CREDIT REQUIREMENTS: LEGAL ISSUES

Washington school districts generally may, but are not required to, waive graduation requirements for special education students, including the number of credits required for graduation with a regular diploma. WAC 180-51-115; *Letter to Runkel*, 25 IDELR 387 (OCR 1996).

Some caution should be exercised in this area, however. First, districts should be extremely hesitant to impose a diploma on a student against the wishes of the parents or adult student, especially when minimum requirements of a regular diploma have been waived. Such a practice could lead to a claim that a school district awarded the student a diploma for the sole purpose of terminating its duty to provide FAPE. *See Cedarburg, supra; Helms v. Independent Sch. Dist. No. 3*, 750 F.2d 820 (10th Cir. 1984), *cert. denied,* 105 S.Ct. 2024 (1985) (holding student's diplomas were "shams" and therefore did not terminate district's duty to provide FAPE). Moreover, under IDEA 1997, only graduation with a "regular diploma" terminates a school district's duty to provide special education services. 34 C.F.R. 300.122. It is questionable whether a diploma awarded based on fewer than the minimum number of credits could be considered a "regular diploma" under the IDEA. A student who has earned the state minimum of 19 credits likely meets this definition, but below that it is unclear whether the student's graduation would relieve a school district of its obligation to provide services. For these reasons, waiver of the minimum credit requirement should be seen as an option a district can use sparingly when students and their parents want it, not as a means of terminating the district's responsibility to provide FAPE. In addition, remember that school districts must give parents advance written notice when graduation will result in termination of eligibility for special education services. WAC 392-172-186 (6)

With the above caveats in mind, there is nothing in Washington law or the IDEA which prevents a school district from waiving minimum credit requirements for a special education student if the student and his or her parents concur. *Beaumont Indep. Sch. Dist.*, 36 IDELR 60 (Tex. SEA 2001) (calling waiver of graduation requirements "an option and not a mandate or a requirement") (citing *Letter to Runkel*). WAC 180-51-060 sets forth the general minimum credit requirements (19 credits) applicable to regular education students. Many school districts go beyond that requirement and require more credits for graduation. With regard to special education students, however, WAC 180-51-115(c) specifically provides that school board procedures may provide for exemption from "any" graduation requirement of Chapter 180-51 of the WAC. This would include waiver of the 19-credit requirement contained in WAC 180-51-060.

In fact, WAC 180-51-115 *requires* schools to provide special education students with the opportunity to earn a diploma:

> (1) No student shall be denied the opportunity to earn a high school diploma solely because of limitations on the student's ability. The board of directors of districts granting high school diplomas *shall* adopt written policies, including procedures, for meeting the unique limitations of each student. Such procedures *may* provide for:
>
> (a) The extension of time the student remains in school up to and including the school year in which such student reaches twenty-one years of age;
>
> (b) A special education program in accordance with chapter 28A.155 RCW if the student is eligible; and
>
> (c) Special accommodations for individual students, or in lieu thereof, exemption from any requirement in this chapter, if such requirement impedes the student's progress toward graduation and there is a direct relationship between the failure to meet the requirement and the student's limitation.

(Emphases added). The first portion of this provision is mandatory, requiring that districts adopt written policies and procedures aimed at enabling special education students to earn high school

diplomas. Subsections (a) through (c) represent three permissive options a school district *may* take in order to ensure that it fulfills its duty of ensuring that all students will have the opportunity to earn a diploma regardless of their individual abilities. Of course, a student who does not "earn" a diploma for reasons other than ability is not entitled to one, but for special education students the IEP, not the general education standards, should set forth the criteria for the student's graduation. *See Cedarburg Sch. Dist.*, 36 IDELR 220 (Wis. SEA 2002) ("Whatever criteria the IEP team may develop for graduation, a school district may issue a regular education diploma to a special education student only upon the student meeting the criteria that the IEP team has identified.").

DISTRICT POLICIES

Some school district policies prohibit waiver of the minimum-credit requirement under any circumstances, with no exception for special education students. Such policies are not necessarily invalid. As explained above, the IDEA and state law do not *require* a district to waive minimum-credit requirements, as long as the student's IEP provides a graduation plan that is attainable by the student given his or her specific needs and abilities. A district may decide to accommodate students by means other than waiving the minimum-credit requirement, as long as the student is not prevented from earning a diploma as a result of a disability.

But if a district wants the flexibility to waive that requirement for special education students, district policies may allow modifications of graduation requirements, including the minimum-credit requirement, when needed to enable a special education student to earn a diploma. Moreover, even if a district does not wish to specifically allow waiver of the minimum-credit requirement, the district should nevertheless adopt *some* policy and procedure language addressing how the school will enable disabled students to earn a diploma, in order to

meet the minimum requirements of WAC 180-51-115. *See* OSPI Questions and Answers Phase Two, Question 5 ("WAC 180-51-115 requires that school districts develop procedures that address waiving of credits *or* other mechanisms that modify graduation requirements for students with disabilities, including special education students.") (Emphasis added). School districts have a great deal of discretion in determining how they will meet that goal, as long as students are not prevented from earning diplomas solely because of limitations on their abilities.

BELLINGHAM PUBLIC SCHOOLS
BOARD POLICY 2410

HIGH SCHOOL GRADUATION REQUIREMENTS

Students graduating from the Bellingham School District are expected to be well prepared to face the diverse and changing world beyond graduation.

Graduates will be:

*Knowledgeable individuals who read with comprehension, write with skill, and communicate effectively. They will know and apply the basic principles of mathematics, science, social studies, health and fitness, and fine arts.

*Quality producers who successfully apply academic, intellectual, artistic, and practical learning to create quality products and performances.

*Effective communicators who apply their communication skills and processes effectively in a variety of ways and settings.

*Competent thinkers who are able to think analytically and creatively, solve problems, and make decisions.

*Effective collaborators who can work successfully with diverse individuals and groups.

*Responsible citizens who are informed and apply knowledge to improve the quality of their lives and communities.

*Life-long learners who are self-directed and apply learning confidently and successfully to new and different situations and tasks in preparation for a changing world and workplace.

These expectations will be achieved through a variety of experiences, both required and elective, prior to the student becoming eligible for graduation. Beginning in 6th grade, students will create a personal plan for high school and year 13 which will include not only the courses to betaken, but also information about the student's goals, abilities, and needs. The plan is based on state and/or district requirements and their individual interests. At grade 9, students will also explore and identify interests in pursuing a particular educational/career pathway to their future work. The plan will be reviewed and updated annually in consultation with parents and school staff. All students will be expected to identify a pathway to explore as part of their high school experience. Students will be provided with support and guidance from both regular teachers and counselors (see Career Guidance and Counseling Plan for details) to help them identify strengths and interests.

Each pathway will include introductory through advanced coursework leading to various post-secondary options for students. The pathways from which students may choose will include:

* Arts and Communication
* Business and Marketing
* Health, Education, and Human Services
* Science and Natural Resources
* Technology and Industry

A core course of study for students in grades 9 and 10 will be developed to ensure that all students are provided opportunities to meet the state requirements as measured by the Washington Assessment of Student Learning (WASL).

The core consists of the following courses:

Grade 9	Grade 10
9th Grade English	10th Grade English
Science	Science
Social Studies	US History
Math	Math
Tech Connections (1 semester)	

All students in grade 10 will be assessed on their ability to read, write, listen and do mathematics based on the Washington State Assessment of Student Learning (WASL). All graduates will be required to meet the state-defined competency in all components of the WASL.

Students may be provided with alternative assessment structures that measure the WASL components. The superintendent is directed to develop procedures that would allow students to demonstrate their knowledge and skills using alternative assessment structures.

Beyond grade 10, students who meet the requirements of the WASL will have significant opportunities to explore and follow their individual interests through their pathway. Students who do not meet the WASL requirements will be provided additional opportunities to learn required content, skills and strategies to enable them to meet the state- and district-defined standards prior to graduation.

Students who receive services from the special education program will be granted a diploma based on satisfactory completion of a course of study which meets graduation requirements through general education courses, general education courses with accommodations, general education courses with modifications, or through approved special education courses designed to meet their unique needs. Deviations from the graduation requirements defined in this policy shall be determined by the Individual Educational Program (IEP) team, based on the student's individual needs, and specifically outlined in the IEP document.

Beginning with the class of 2006, students must meet the standards required for the following courses or provide evidence of competence (see specific courses marked with *) to be eligible for graduation.

GRADUATION REQUIREMENTS - CLASS OF 2006

Subject	Credits	Content
English	3.5	English 9 and 10, and other courses in reading, writing, and communication based on student need or interest
Mathematics	2.0	Courses dealing with algebra, geometry, statistics, measurement, and number sense
Science	2.0	Courses dealing with earth, life, and physical sciences
Social Studies	3.0	Washington and the World, US History, World History, Citizenship
Health and Fitness	2.0	Health* (.5) and PE* (1.5) courses
Arts	1.0	Visual and/or performing arts
Occupational Education	1.0	Technology Connections* and course (.5) selected from chosen pathway
Electives	8.5	Selected from any pathway
Total Required	23	

Students may request waivers to graduation requirements identified with an asterisk above - PE (up to 1.5 credit may be waived), Health, or Technology Connections. All students need knowledge and skills in these areas, but competency may be achieved in a variety of ways. The superintendent is directed to create a process by which students can demonstrate their knowledge and skills in any of the competency subject areas. Students who demonstrate competency will have this graduation requirement waived, enabling them to select another course to complete the total number of credits required for graduation.

Students who transfer into the Bellingham School District from another school or district will have their transcript reviewed upon entry into the district. Any adjustments in the number of credits required for graduation will be documented on the official transcript.

All students are required to complete a culminating project. This project will be one component in a variety of courses in each pathway. Prior to implementation of this requirement, the superintendent is directed to create a process through which the components and expectations of the project will be identified and developed.

Legal Reference: WAC 180-51-050
Approved: February 12, 2004

Adapted from Edmonds School District

INDIVIDUAL EDUCATION PROGRAM – Alternative Graduation Requirements Plan
ATTACHMENT TO IEP

Students in special education will receive credits related to their specific Individualized Education Program (IEP) according to the postsecondary goal and annual goals: including area of vocational (occupational ed. gen. requirements, community experience), personal management (math, gen. requirements), and life skills (social studies, health, fine arts, etc.) **Change to the *Alternative Plan* must occur not later than the first grading period of the junior year.**	Student: _____ Date: _____ (prior to participating in ceremonies)

Subject	Credits	Met	Needed	Requirements	Goals Achieved	Credits Earned
Language Arts				See IEP Annual Goals #		
Social Studies				See IEP Annual Goals #		
Mathematics				See IEP Annual Goals #		
Science				See IEP Annual Goals #		
Fine Arts				See IEP Annual Goals #		
Physical Ed.				See IEP Annual Goals #		
Tech Ed.				See IEP Annual Goals #		
General Req. (to include transition services)				See IEP Annual Goals #		
Project Presentation				See IEP Annual Goals #		

Minimum Requirements equal to 22.00 **Meeting Date**: _____ (latest meeting can occur - 1st grading period of junior year)

Required Signatures: Student: _____ Special Education Teacher: _____

Parent: _____ School Counselor: _____

☐ Agree ☐ Disagree Principal: _____

COPY TO: ___ SCHOOL COUNSELOR ___ LEARNING SUPPORT ___ LEGAL FILE ___ CUMULATIVE FILE

GRADUATION STATUS QUESTIONS and ANSWERS

In general, all students who receive special education services should receive individually tailored transition services beginning no later than age 16 and completed before they are ready to graduate with a regular diploma. Individual Education Programs (IEPs) in effect when the student turns 16 must include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment and where appropriate, independent living skills.

Students who are pursuing graduation with a regular diploma should be provided transition services in a manner that is concurrent with the delivery of all other services. This approach should be designed to coordinate a student's transition services and graduation plan, and prevent a situation where a student has completed all requirements for graduation with a high school diploma but has not received necessary transition services.

1. **Is it the IEP Team that indicates whether a student has met graduation requirements even if they have the required number of credits but not the skill?**

   District policy sets forth graduation requirements for all students. This includes not only the number of credits required and the type of course work, but also any other state or district requirements for graduation with a regular diploma. For students expected to graduate in 2008, requirements for graduation include obtaining a Certificate of Academic Achievement or a Certificate of Individual Achievement and a culminating project. In addition, district policy should also address the procedures for modifying or waiving credits for a student.

   At least annually, the IEP Team should be reviewing the student's transition goals in conjunction with the student's required courses of study, and the expected amount of time that a student will be attending high school. While some students will be expected to graduate within four years, others may take longer to meet their graduation requirements and transition goals. The attainment of credits, meeting other graduation requirements and meeting transition needs should be coordinated through the IEP process in conjunction with district policy.

2. **If the students have the credits but not the skills and an IEP that says they will need programming, can they be counted both for state and federal count?**

   If a special education student has achieved all the necessary requirements to graduate with a regular diploma, that student is eligible to graduate, and a school district may not delay providing the student his or her diploma for the purposes of including that student in their state funding or federal funding child count. If a

school district has not provided a special education student who is eligible to graduate with a regular diploma with all appropriate transition services to which the student was entitled, the school district may be responsible for providing the student with compensatory education services. This is why it is necessary for a student's IEP Team to coordinate transition services into that student's graduation plan in a manner that avoids a situation where the student meets the requirements for high school graduation with a regular diploma without having received any or all identified transition services.

3. **Is there a difference in determining if the student is determined to have a disability that meets the requirements of the Health Impaired, Specific Learning Disabled or Mental Retardation categories?**

   While students with certain disabilities may have transition needs that will make it more likely that they will require special education services through the age of 21, the assigned eligibility category does not determine the length of time a student is in high school.

4. **Is there a difference if the student qualifies for developmental disability services?**

   Students who have met their school district's requirements to graduate with a regular diploma are no longer eligible to receive special education services even if they qualify for developmental disability services but are not of age to access those services under the Division of Developmental Disabilities rules. Concerns about any break in services should be address to the Division of Developmental Disabilities.

1) Transition services are part of a student's Individualized Education Program (IEP) that is in effect when the student turns 16. The transition component of the student's IEP must focus on identifiable postsecondary career, education, and/or independent living goals. The transition component of the IEP must also indentify the course of study necessary for the student to achieve his or her postsecondary goals

2) When a student enters a secondary school, an expected graduation year is set for four years from the year a student first enters 9th grade. IEP teams may set an expected graduation year beyond four years for students eligible for special education.

3) Any changes to the expected graduation year must be reported to OSPI through the Core Student Records System (CSRS).

4) All Washington students must take a statewide assessment. IEP teams determine the most appropriate assessment option for students eligible for special education. For some students, the high school **WASL without accommodations** will be the most appropriate assessment option. Students who meet state standards on the high school WASL can receive a **Certificate of Academic Achievement (CAA**).

Some students eligible for special education may need **accommodations** on the high school WASL. Accommodations provided for the WASL must be consistent with those provided in the student's IEP. Students who meet state standards on the high school WASL with accommodations can also receive a CAA.

5) Once a student has taken the high school WASL at least once and has not met standard, the student may use one or more of the CAA Options, including:

a) college admission/AP tests,
b) a collection of evidence, and/or
c) WASL/grades comparison.

Students who meet state standards on the CAA Options can also receive a CAA.

6) For students eligible for special education for whom the WASL even with accommodations is not appropriate, the IEP team may select an alternate assessment, including:

a) WASL-Basic,
b) a developmentally appropriate WASL (WAAS-DAW),
c) WAAS-Portfolio, and/or
d) a locally determined assessment system.

Students who meet alternate achievement standards on one or more of the alternate assessments can receive a **Certificate of Individual Achievement (CIA)**.

7) Students eligible for special education must also complete state and district credit requirements.

8) All students in Washington are required to have a High School and Beyond Plan to graduate. For students eligible for special education, the transition component of the IEP may meet this requirement.

9) The Culminating Project, another graduation requirement in our state, allows students to demonstrate their skills and knowledge in a meaningful way. IEP teams should address this requirement consistent with local district policies and procedures.

Graduation DECISIONS

A framework for IEP teams

IEP Team Decision Framework

Secondary Individualized Education Program (IEP) teams have three major decisions to make regarding students who are eligible for special education and related services that impact their ability to graduate with a regular high school diploma. These three decisions relate to (1) establishing a projected graduation date, (2) participating in the statewide Washington Assessment of Student Learning (WASL), and (3) meeting state and district graduation requirements. These decision points are shown below. There are a variety of steps associated with each of the three major decisions. These steps are described on the back of this flyer. For more details on any of the various steps, please see the OSPI publication, titled: **Graduation Decisions: Considerations for Students Eligible for Special Education**

Graduation Date

1. Transition Component of IEP
2. Determine Expected Graduation Year (EGY)
3. Report EGY to OSPI

For more information, please contact:

Catherine Taylor, OSPI
P.O. Box 47200
Olympia, WA 98504-7200
Phone: (360) 725-6061
TTY (360) 664-3631
Email: catherine.taylor@k12.wa.us

Assessment

4. WASL
   - Without Accommodations
   - With Accommodations
5. Select CAA Option
   - College Admission/AP Tests
   - Collection of Evidence
   - WASL/GPA Comparison

-- if not successful or appropriate –

6. Select Alternate Assessment
   - WASL-Basic
   - WAAS-DAW
   - WAAS-Portfolio
   - Locally Determined Assessment System

Other Graduation Requiremen

7. State/District Credit Requirements
8. High School and Beyond Plan
9. Culminating Project