

Transition Guide for Washington State

September 2006
Revised December 2007

Developed by:
The Center for Change in Transition Services
Seattle University
PO Box 222000
Seattle, WA 98122
(206) 296-6494

Information about the *Center for Change in Transition Services*

The Center for Change in Transition Services is a state needs project conducted by the Office of Superintendent of Public Instruction (OSPI) and Seattle University. The project's main goal is to increase the post-school quality of life for special education students. The Center collaborates with many partners, including The Office of Superintendent of Public Instruction, the Washington State Department of Social and Health Services, the Division of Vocational Rehabilitation, the Division of Developmental Disabilities and Seattle University.

This manual was prepared by Center staff:
Cinda Johnson, Dennis Hasko, and Lisa Scheib

~

Special acknowledgement to original authors
Dr. Pat Brown, Dr. Gene Edgar, Dr. Cinda Johnson

This manual is also available on the Center's website www.seattleu.edu/ccts and will be made available in alternate formats upon request. For additional information, contact the Center at ccts@seattleu.edu or (206) 296-6494.

TABLE OF CONTENTS

Chapter 1:	Transition Services – What the Law Says	1
Chapter 2:	Post-School Outcomes and Performance Indicators	6
Chapter 3:	Gathering Information	9
Chapter 4:	Curricular Options for Successful Transition	17
Chapter 5:	IEPS for Secondary Students	39
Chapter 6:	Transition Partnerships with Families	54
Chapter 7:	Transition Planning and Interagency Collaboration	58

APPENDICES

Appendix A:	IDEA 2004 Regulations Related to Secondary Transition WAC 392-172A	64
Appendix B:	State Performance Plan (SPP) 2005-2010	112
Appendix C:	Post-school Data Collection	123
Appendix D:	Measurable Postsecondary Goals Summary of Performance	132
Appendix E:	Work- Based Learning	147
Appendix F:	Graduation Requirements/Diploma/CAA-CIA	165
Appendix G:	Agency Linkage and Resource List	213
Appendix H:	Monitoring Process and Procedures	216

1

Transition Services – What the Law Says

THE INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT OF 2004

On December 3, 2004, Congress enacted the Individuals with Disabilities Education Improvement Act (IDEA). Its purpose is to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

The most important aspects of the law are the mandate that every eligible student has appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills and a statement of needed transition services (including a course of study) incorporated into his or her Individualized Education Program (IEP) no later than age 16 (or younger, if determined appropriate by the IEP team).

The IDEA 2004 defines transition services as follows:

A coordinated set of activities for a child with a disability that—

(1) is designed within a 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.

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

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

(34 CFR §300.43)

The purpose of this guide is to assist students, educators, parents and other involved in transition planning to implement these mandates. Successful implementation should enable students with disabilities to experience a smooth and successful transition from school to adult life. For more information about IDEA 2004, visit the website <http://www.wrightslaw.com/idea/art.htm>

WHAT IS TRANSITION PLANNING?

Transition planning is a partnership involving students with disabilities, their families, school personnel, local community and adult service representatives, employers, and interested others. The purpose is to assist the student to identify opportunities and experiences during their school years to help 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 special education.

Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.
(34 CFR §300.39(a)(1))

Individualized Education Program.

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, For each special education student beginning at age 16 (or younger, if determined appropriate by the IEP team), and updated annually, the IEP must include:

- appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.
- a statement of the needed transition services of the student under the applicable components of the student's IEP that focuses on the student's course of study (such as participation in advanced placement courses or a vocational education program or community employment experiences) to assist the student in reaching the goals.
- beginning not later than 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 Improvement Education Act, if any, that will transfer to the student on reaching the age of majority.

(34 CFR §300.320(b)(1)(2))

Parent Notice of Individualized Education Program meeting-Transition services.

If a purpose of the Individualized Education Program (IEP) meeting is the consideration of transition services needed for a student for a special education student beginning at age 16, or younger, if appropriate, the notice of the IEP meeting must also:

- Indicate that a purpose of the meeting is the consideration of needed transition services for the student;
- Indicate that the agency will invite the student; and
- Identify any other agency that will be invited to send a representative.

34 CFR §300.322(b)(2)(i)(ii)

Transition services participants.

- 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 needed transition services for the student.
- 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.
- 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.
- 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))

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. www.usdoj.gov/crt/ada/adahom1.htm

The Rehabilitation Act (Amendments of 1986, 1992, 1993, 1998)

The purposes of the Rehabilitation Act of 1973 are to empower individuals with disabilities to prepare for and obtain employment, economic self-sufficiency, independence, and inclusion and integration into society through comprehensive and coordinated state-of-the-art programs of vocational rehabilitation, independent living centers and services; research, training, demonstration projects, and the guarantee of equal opportunity. The Rehabilitation Act of 1973 was re-authorized in 1992 and 1998. 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. www.blind.net/bg320001.htm

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.

TICKET TO WORK AND WORK INCENTIVES IMPROVEMENT ACT OF 1999

The Ticket to Work and Self-Sufficiency Program is an employment program for people with disabilities who are interested in going to work. The Ticket Program is part of the Ticket to Work and Work Incentives Improvement Act of 1999 – legislation designed to remove many of the barriers that previously influenced people's decisions about going to work because of the concerns over losing health care coverage. The goal of the Ticket Program is to increase opportunities and choices for Social Security disability beneficiaries to obtain employment, vocational rehabilitation (VR), and other support services from public and private providers, employers, and other organizations.

Under the Ticket Program, the Social Security Administration provides disability beneficiaries with a Ticket they may use to obtain the services and jobs they need from a new universe of organizations called Employment Networks (ENs).

http://www.yourtickettowork.com/program_info

The Ticket to Work Program and Youth in Transition - there are almost one million youth under the age of 18 that are receiving Supplemental Security Income benefits from the Social Security Administration. Approximately 70 percent of these individuals will be future Ticket recipients once they reach 18 years of age. The Ticket To Work Program can help to ensure the successful transition of youth with disabilities from school to work and adulthood through the provision of employability services, supports, and incentives.

The Ticket To Work Program serves individuals ages 18 to 64. Youth aged 18 - 21 being served by secondary education institutions can benefit from the Ticket To Work Program. Secondary education institutions have an opportunity to enhance existing funding by becoming a Ticket to Work Employment Network. <http://www.yourtickettowork.com/youth>

2

Post-School Outcomes and Performance Indicators

Where are special education graduates after they leave high school? Are these young people working or going to school or both? Data have been collected that partially answer these questions. These data, known as post-school status data or post-school outcome data, have provided a picture of life after high school for youth with disabilities. These data are collected at the national level and are a significant part of IDEA 2004. Post-school outcome data are increasingly significant in the arena of school reform.

What are Performance Indicators?

Educational performance indicators are used to judge progress towards a goal or standard. A primary purpose of indicators is to gather information in order to judge progress toward a goal or standard, against a benchmark, or comparison with other data. Using performance indicators as a measurement of educational progress is a cornerstone of educational reform. At the federal level there is legislation that requires a systemic measurement of performance. In response to this statute, IDEA 2004 requires states to establish goals and performance indicators to assess systemic performance. The Washington State Performance Plan (SPP) for 2005-2010 includes four performance indicators:

1. Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.
2. Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.
3. Indicator 13: Percent of youth aged 16 and above with and IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals;
4. Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

20 U.S.C. 1416(a)(3)(B)

Indicator 14, "Percent of youth who had IEPs are no longer in secondary school..." is the subject of this chapter. This indicator has four performance indicators. These are to increase the post-school performance of special education students in the areas of:

1. Postsecondary education
2. Employment,
3. Independent Living,
4. Agency Linkages

What Does this Mean for the Local School District?

The Local Education Agency (LEA) Application for Federal Funds for Special Education requires that the applicant include the plan to maintain or improve the LEA's performance for each of the performance indicators listed.

Post-school performance data collected at the national level provided the initial impetus for transition policy and continues to provide a picture of life after high school for students with disabilities. In Washington State, data is collected in order to inform local school districts for purposes of program evaluation. Baseline data were established in a follow-up study for the 1998 special education graduates and is collected annually for current graduates.

Beginning in SY 2007/08 district personnel will collect information about their graduates and any special education drop outs in November of the following year through telephone surveys with the parents or the graduate or drop out. This information is sent to the Center for Change in Transition Services and analyzed at the state and local level. These data are also used in Part B of the Washington State Performance Plan.

What are the Post-School Outcomes for Washington State Special Education Graduates?

Data collected for the 2005 special education graduates indicate that:

- 56% of the special education graduates were employed.
- 39% of the special education graduates were attending a postsecondary program.
- 76% of the special education graduates were either working and/or attending postsecondary program.
- 71% of the graduates planned on contacting an adult agency; of those, 44% actually connected with the planned adult service agency after graduation.

This study is conducted in collaboration by the Center for Change in Transition Services and the Office of the Superintendent of Public Instruction. The complete report is available on the CCTS web page: www.seattleu.edu/ccts. These data are collected through telephone interviews conducted with the parents or the special education graduates or drop outs by local school district personnel six months after graduation or six months after the end of the school year in which the special education student dropped out. The protocols for these interviews are provided to the districts by the Center for Change in Transition Services. The protocols are returned to the Center and analyzed at the state and the local school district level.

How Can Districts Use Post-School Outcome Data?

Post-school performance data for special education graduates in Washington are useful for examining transition programs and services for students with disabilities. These

data provide in general, a positive picture of life after high school for these youth. Yet, school district personnel need to carefully examine their own data for these to be useful for program evaluation. District personnel should examine data by gender, race and disability in order to better understand their graduates' or drop outs' post-school status.

Local school district personnel might consider the following:

- Training and support is available for data collection through the Center for Change in Transition Services. School district personnel collect these data, and the protocols are returned to the Center for Change in Transition Services for analysis. A report is developed for state and district use.
- Teachers should conduct the telephone interviews. By making this contact with families, teachers can personalize the data and, perhaps connect the student stories to the classes, programs and services provided. The time the interviews take becomes quite manageable by coordinating the number of graduates with as many special education teachers and coordinators as possible.
- District personnel should meet in a group to examine and discuss the data after analysis. These data can help educators evaluate their programs and develop plans. Data should also be shared with high school principals and other administrators.

The telephone protocol for the post-school outcome study is included in Appendix C.

3

Gathering Information for Transition Planning

Transition services are defined as a coordinated set of activities that promotes movement from school to post-school activities, based on the individual student's needs, preferences and interests. The first step in the IEP is to begin gathering information in order to identify the student's desired postsecondary goals or visions for life after high school. Information can be gathered in a systematic way in order to develop transition services that will help move a student from school to positive post-school outcomes. Positive post-school outcomes include employment; attending postsecondary training at a university, 4-year college, community college, vocational technical school or other formal training programs and linkages with adult services agencies as necessary.

Transition Services means a coordinated set of activities for a student that:

(1) 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 and

(2) is based upon the individual child's needs, taking into account the child's strengths, preferences and interests and 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 transition assessments (34 CFR §300.43) WAC 392-172A-01190.

Therefore it is important that information is gathered about interests, aptitudes and skills as well as the students' needs in order to develop the IEP. This information can be gathered through situational assessment, observations or formal methods, but perhaps most importantly, should be functional. There is typically an abundance of test data for students in special education, particularly in the area of disabilities. It is important in transition planning to not only identify a student's needs around the disability, but to identify strengths and interests as well.

Assessment of students with disabilities can take many forms depending on the information needed for planning and instruction. Both short-range and long-range planning should begin early. Assessment is ongoing throughout a student's school career. Beginning as early as kindergarten, the IEP should contain career and prevocational goals and objectives. By the time a student reaches the middle or junior high level, assessment might become more systematized and focused on transition to adult roles.

Identification of Needs and Age-appropriate Transition Assessments

WHEN SHOULD TRANSITION ASSESSMENTS BE DONE?

As designated in IDEA 2004, transition services means a coordinated set of activities for a special education student, designed within a results-oriented process that promotes movement from school to post-school activities and is based on the student's needs, taking into account the student's preferences and interests. Within this framework, a coordinated set of activities represents a planned and organized sequence of activities, while the results-oriented process reflects a series of events unique to an individual student's needs which lead directly to post-school goals.

The coordinated set of activities, including the measurable postsecondary goals and annual IEP goals, are developed from the students' needs, preferences and interests. This information can be gathered in a variety of ways, using age-appropriate transition assessments.

The transition assessments are comprised of three components: aptitudes, interests and preparation opportunities.

Interests may change as a student becomes involved with his or her community and explores occupations and training opportunities. Aptitudes are the capacities or the specific abilities which an individual must have in order to learn to perform a given work activity. When interests and aptitudes are matched, and the occupational direction is identified, then occupational or educational preparation opportunities can be established. These opportunities will allow additional exploration and evaluation of the student's interests and aptitudes. As this information is gathered, in addition to information from the local labor market, the student and family can begin to make informed choices regarding future planning.

When interests and aptitudes don't 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. Additional information about age-appropriate transition assessments is available in The Guide to Transition Assessment (2006) and located on the Internet at: www.seattleu.edu/ccts/publications.asp

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 ASSESSMENTS AND WHO ARE THE PARTICIPANTS?

- **School Personnel**

School personnel includes guidance counselors, Career and Technical Education teachers, paraprofessionals and school-to-work coordinators. Ideally, the career assessments and exploration of students in a school 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**

Special educators, school psychologists, paraprofessionals as well as physical, occupational and speech therapists assist in collecting the information necessary for the transition assessments to identify the postsecondary goal, and to establish annual IEP goals 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 or a postsecondary goal, 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 TRANSITION ASSESSMENT?

Listed is a sampling of the kind of information 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, ability to work with others
- Community-based evaluation which may provide additional data to the transition assessments
- Leisure and recreational activities

WHAT METHODS ARE USED TO GATHER THE TRANSITION ASSESSMENTS?

The 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 assessments 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.

SELF-DETERMINATION

WHAT IS SELF-DETERMINATION?

Ward (1988) describes self-determination as the attitudes, abilities, and skills that lead people to define goals for themselves and to take the initiative to reach these goals.

Field and Hoffman (1994) define self-determination as one's ability to define and achieve goals based on a foundation of knowing and valuing oneself.

Wehmeyer (1992) states that self-determination involves autonomy, self-actualization, and self-regulation.

WHY IS SELF-DETERMINATION IMPORTANT?

Self-determination is about choices and learning from those choices. It's about rights and having the skills to advocate for those rights. It will allow the student to communicate his interests, beliefs, and values to others.

HOW DO YOU PROMOTE SELF-DETERMINATION?

- Develop a student assessment procedure that will assist in the modification of the curriculum and classroom environment to better meet the needs of the individual student.
- Assist school staff and administrators in building an awareness of a variety of disabilities, as well as learning how to accommodate for those disabilities in the school setting.

HOW CAN A TEACHER INTEGRATE SELF-DETERMINATION SKILLS INTO THE CLASSROOM?

- Assist students in understanding their disability and its educational and vocational implications.

- Allow students to set class schedules including upcoming assignments and events.
- Discuss independent living.
- Allow students to request their own needed accommodations in other classes.
- Have students (primarily seniors) schedule meetings with adult services personnel.
- Encourage students to ask appropriate questions of healthcare providers and aides/attendants.
- Schedule and complete a job interview.
- Encourage the student to actively participate in their IEP meeting.
- Discuss student rights and how best to advocate for them.
- Teach, model, and practice assertiveness skills.
- Actively share feelings, concerns, opinions, and needs.

SELF-DETERMINATION AND THE SELF-DIRECTED IEP

Planning and implementing the IEP with student involvement maximizes student self-determination. The IEP process must consider student needs, preferences, and wishes. Self-management of the IEP offers the opportunity for students to learn self-determination skills.

The IEP meeting is an ideal opportunity for students to identify their strengths, interests, preferences and needs. This information is part of the Present Levels of Educational Performance (PLEP). By attending and even facilitating the IEP meeting, students can develop their own self-advocacy and self-determination skills.

HOW TO DEVELOP THE SELF-DIRECTED IEP

The central focus is to prepare the student to plan for his or her own IEP staffing, lead their own IEP meeting, and implement the IEP. The behaviors learned while managing their IEP are the same self-determination skills needed for success after school.

A basic component of self-awareness is identification of interests. Through situational experiences students identify school, employment, post-high school education, personal, residential, and community interests. Once known, students will present their interests in their IEP meeting and the subsequent plan will be based upon their interests.

TWELVE STEPS THAT LEAD TO A SELF-DIRECTED IEP

1. Begin the meeting by stating the purpose.
2. Introduce everyone.
3. Review past goals and performance.
4. Ask for others' feedback.
5. State your school and transition goals.
6. Ask questions if you don't understand.
7. Deal with differences in opinion.
8. Load the playing field.
9. State what support you'll need.
10. Summarize your goals.
11. Close meeting by thanking everyone.
12. Work on IEP goals all year.

Taken from: *Self-Directed IEP* (teacher's manual, student workbook, and videotapes), published by the University of Colorado at Colorado Springs, Center for Educational Research, P.O. Box 7150, Colorado Springs, CO 80933-7150.

A MODEL OF SELF-DETERMINATION

Also useful are the nine propositions for self-directed transition planning by Andrew S. Halpern (1966). They are:

1. Students must be taught how to do transition planning.
2. Students are not "naturally" motivated to do transition planning, which creates a potential barrier to getting them involved in the process.
3. Self-evaluation is an essential foundation for engaging successfully in transition planning. Students must gain an understanding of who they are before they can explore meaningfully who they might become.
4. There are four important areas that students should explore when they do transition planning. These are: (1) personal life, (2) jobs, (3) education and training, and (4) living on your own.
5. To the extent possible, students should develop and direct their own transition planning meetings. For high school students with disabilities, this often means directing the transition portion of their IEP meetings.
6. Students must learn how to actually implement their transition plans. Simply developing a plan is not enough.
7. Whenever possible, parents should participate in a curriculum that focuses on self-directed transition planning.
8. A curriculum embedded within an existing instructional program is the best way to provide instruction in self-directed transition planning.

9. Since transition planning represents a type of problem-solving that students will need to do throughout their lives, it is more important for students to learn a transition planning process than to select and work on the very best transition goals that are possible during the time that they are experiencing instruction on how to do transition planning.

Self-determination is part of the process of transition planning and should be addressed early. Assessment of the student's skills in self-determination may indicate that this is an area that should be addressed in the IEP.

TRANSITION SERVICES NEEDED FOR STUDENTS AGE 16

IDEA 2004 includes transition services needed for students in special education beginning at age 16, earlier when appropriate. These services focus on the student's courses of study during the high school years that will directly relate to each student's measurable postsecondary goal. The IEP team must:

- Actively involve the student in the development of the IEP, and must invite the student to attend the IEP meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals. §300.320(b)
- Base the IEP on the student's needs, preferences and interests.
- Determine the student's postsecondary goal.
- Identify the transition services needed through courses of study, a flexible 4-year plan, descriptions of coursework, community work experiences and/or participation in vocational education programs or college preparatory courses, if appropriate.

Many students with disabilities do not know what they want to do with their lives after high school. It is not necessary to identify a particular job or career in order to provide transition services. By identifying the transition services needed through courses of study, students can begin to relate their studies to possible future careers. The more opportunity students have, the more "realistic" they may be in their choices for postsecondary training or employment. Multiple experiences to explore and sample careers make it possible for students to identify their interests and their skills, discovering for themselves if their dreams can become realities.

The IEP meeting is an ideal opportunity for students to identify their strengths, interests, preferences and needs. This information is part of the Present Levels of Educational Performance (PLEP). By focusing on long-range plans, IEP goals can be developed to support those plans. IEP goals and decisions regarding the courses of study should directly relate the PLEP to the student's measurable postsecondary goal.

4

Curricular Options for Successful Transition

Prior to the passage of the Education of the Handicapped Act (P.L. 94-142) in 1975, over one million children with disabilities were excluded from public schools. P.L. 94-142 guaranteed access to free and appropriate public education (FAPE). An assumption was made that access to publicly funded education would ensure equitable outcomes for students with disabilities. Students leaving special education, however, still do not enjoy the same success as their non-disabled peers (Edgar, 1987; Hasazi, Gordon and Roe, 1985): the high school completion rate is too low, the success rate of special education graduates in postsecondary education settings is dismal, and far too many youths with disabilities are under-employed or unemployed. Researchers suggest that changes in curriculum are necessary if students are to attain a significant improvement in post-school adjustment and quality of life (Edgar, 1987; Benz and Halpern, 1987).

Successful transition for students with disabilities results in one of the following outcomes:

- 1) Placement in an appropriate postsecondary education program (community college, four-year college, vocational college, or other training institution that trains individuals for employment);
- 2) Placement in a job that pays a livable wage and provides health benefits, and that the student likes,
- 3) Placement in a supported employment position with an ongoing support system in place and a plan for insuring health benefits; or
- 4) Placement in an ongoing treatment program that the student, the parents, and other care providers deem as appropriate for the student.

The following three components are essential for achieving these desired outcomes:

- 1) Thoughtful futures-based planning by the student, the parents, school staff, and community adult service providers that begins at least by the time the student reaches age 16 (see Chapter 3). This planning must address the interests and aptitudes of the student, the interests of the parents, and the available options in the school and the community. The planning should be results-based and linkages to community resources should be identified in the planning process.
- 2) Options in the available secondary curriculum that students may access depending on their postsecondary goal. These options should include: academic preparation for postsecondary education, vocational training in specific occupational areas, training in supported employment and supported community living, and community-based work preparation/apprenticeship opportunities. Ideally, these options should be available within the general education school-to-work program.

- 3) Local interagency and community groups that will come together to coordinate adult services for youth with disabilities in transition and will address the issue of making the local community more accommodating for individuals with disabilities (see Chapter 7).

These three components (futures-based planning, results-based secondary program options, and interagency/community linkages) provide the framework for effective transition services.

WHAT ARE RESULTS-BASED SECONDARY PROGRAM OPTIONS?

Results-based secondary program options focus on the interests and aptitudes of the student and prepare the student for success in their anticipated post-school environment. The array of curricular options is functional for the student. Clark, in Integrating Transition Planning into the IEP Process, 1992, was quoted as defining functional curriculum as *instructional content that focuses on the concepts and skills needed by students...in order to achieve life adjustment. These concepts and skills are individually determined through functional assessment and are targeted for current and future needs* (p.23). The array of functional program options or functional curricula stems from the functional vocational evaluation using age-appropriate transition assessments (see Chapter 3) and leads to the measurable postsecondary goal.

Students who plan to attend community or four-year colleges participate in a college preparatory program. Students planning to attend a technical institute or enter the workforce upon high school completion will participate in a vocational education/special education collaborative program. Students requiring more intensive employment or residential support participate in community-based apprenticeships or programs that prepare students for supported employment and supported living.

The college prep program is intended for those students who (1) are motivated to do homework and to attend a community or four-year college and (2) are able to successfully complete general education (mainstream) classes with appropriate classroom accommodations and support from special education staff. Table 1 outlines this option.

The vocational education/special education collaborative program option is designed for students who (1) want to attend a postsecondary vocational program or (2) be competitively employed after completing high school. These students have the interests and aptitudes to be successful in regular vocational education classrooms with appropriate classroom accommodations and support from special education staff. Table 2 outlines this option.

Some students may have the interest and aptitude to enter competitive employment after completing high school, but may not have the academic skills needed to benefit from general vocational education classes. Community-based instruction, considered the best practice for many years (Wilcox and Bellamy, 1987; Inge and Wehman, 1993), may enhance the social skills, work-related behaviors and job-specific skills of these students. Table 3 outlines the community-based apprenticeship-type program option.

Students with significant disabilities may require ongoing support in the workplace and in their home in order to enjoy a successful adulthood. The focus of a program option that prepares students for supported employment is functional academics, community-based instruction, and the facilitation of community and adult service linkages. Table 4 outlines this option.

Each of the four secondary program options has two major components in common. All students regardless of program option will have a futures-based planning process. This process will identify the best curricular option for the student. Also, community linkages will be developed for all students. This must begin at the onset of the transition planning process and will be updated annually according to the individual student's needs.

TABLE 1
COLLEGE PREP PROGRAM OPTION

SECONDARY PROGRAM Grades 9-10	SECONDARY PROGRAM Grades 11-12
<p><u>Academics</u> 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</p> <p><u>Special skills training</u> 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)</p> <p><u>Social</u> Age-appropriate interests: activities, music, parties, dances Friends, acquaintances Extracurricular activities: clubs, music, sports, drama, service groups</p> <p><u>Community Involvement</u> Volunteer in community, lifelong recreational pursuits, association in formal community groups (church, clubs), career-related paid employment</p> <p><u>Preparation for Postsecondary Settings</u> Career awareness activities: aptitude testing, interest inventories, career fairs, field trips, counselor services</p>	<p><u>Academics</u> 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</p> <p><u>Special Skills Training</u> 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</p> <p><u>Social</u> Age-appropriate interests: activities, music, parties, dances Friends, acquaintances Extracurricular activities: clubs, music, sports, drama, service groups</p> <p><u>Community Involvement</u> Volunteer in the community, lifelong recreational pursuits, association in formal community groups (church, clubs), career-related paid employment</p> <p><u>Preparation for Postsecondary Settings</u> Visit institutions of higher learning; Obtain entrance requirements and financial aid information; Meet disability services coordinator; visit colleges; formal association with self-advocacy group; peer support groups</p>

TABLE 2
 VOCATIONAL EDUCATION/SPECIAL EDUCATION COLLABORATIVE PROGRAM OPTION

SECONDARY PROGRAM Grades 9-10	SECONDARY PROGRAM Grades 11-12
<p><u>Academic Skills</u> Citizenship, problem solving, study skills, group interaction skills, following directions, adaptive skills as needed</p> <p><u>Vocational Skills</u> Prerequisite skills/classes for vocational placement, intro. to careers class, vocational awareness class/activities</p> <p><u>Employment Training/Placement</u> Aptitude testing, interest inventories, career fairs, community exploration, job shadowing, summer employment, job clubs</p> <p><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 Peer and adult interaction skills Communication skills</p>	<p><u>Academic Skills</u> Credits needed for entrance to postsecondary vocational program; support in vocational program; citizenship; graduation requirements, if appropriate; self-advocacy</p> <p><u>Employment Training/Placement</u> Aptitude evaluation, interest inventory, vocational placements, summer employment, linkages to adult/community resources, transportation, drivers license</p> <p><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 Peer and adult interaction skills Communication skills</p>

TABLE 3
COMMUNITY-BASED APPRENTICESHIP PROGRAM OPTION

SECONDARY PROGRAM Grades 9-10	SECONDARY PROGRAM Grades 11-12
<p><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</p> <p><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</p> <p><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</p>	<p><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</p> <p><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</p> <p><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</p>

TABLE 4
 PREPARING STUDENTS FOR SUPPORTED EMPLOYMENT PROGRAM OPTION

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

HOW DO YOU EVALUATE RESULTS-BASED SECONDARY PROGRAM OPTIONS?

Evaluating programs to ensure quality is an ongoing process. The Center has developed quality indicators for special education programs and school to employment programs to assist school districts with this endeavor. We recommend that a team of teachers, administrators, guidance counselors, parents, students and adult agency personnel participate in the evaluation process.

Table 5
School-to-Work Quality Indicators

SCHOOL-BASED ACTIVITIES			
Indicator	Component in place	Component missing	Comments
<i>Futures planning and self-determination</i>			
Parents are provided information regarding transition services, postsecondary training and support services, and their role in the IEP/transition process.			
Parents are informed of career/vocational opportunities of the local high school by the time their child enters 9 th grade.			
Students are provided information regarding transition services, postsecondary training opportunities, and their role in the IEP/transition planning process.			
Students are provided training in problem solving and social skills related to self-determination, consumer empowerment, and self-advocacy.			
Students receive instruction in goal setting, making career plans and understanding their learning style, interests, abilities, disabilities and needed accommodations			
Students are provided opportunities to learn about, be involved in, and be informed by student leadership organizations.			

SCHOOL-BASED ACTIVITIES			
Indicator	Component in place	Component missing	Comments
<i>Futures planning and self-determination</i>			
School staff is provided training regarding the IEP/transition planning process, postsecondary training and support services alternatives, and service delivery.			
Students are aware of their rights under ADA, Section 504, and the services available to them in postsecondary training institutions.			
School counselors have been provided training regarding transition services, postsecondary training options for students with disabilities, Section 504, and the ADA.			
Students with disabilities are provided career guidance by regular school counselors			
School counselors participate in IEP/transition planning meetings.			
Parents are notified in advance when transition services will be discussed at an IEP meeting, that the student will be invited, and of any other agency participation in the meeting.			
IEP/transition planning meetings are scheduled to accommodate the preferences of the families			
Parents are given the opportunity to provide information regarding the transition goals and needed services for their child.			

SCHOOL-BASED ACTIVITIES			
Indicator	Component in place	Component missing	Comments
<i>Futures planning and self-determination</i>			
IEP/transition planning meetings are scheduled to accommodate the student.			
Students are given the opportunity to express their preferences regarding transition goals and needed services at their IEP meeting.			
Feedback is obtained from parents/student about their participation and satisfaction with the IEP/transition planning process.			
Students with disabilities participate in a comprehensive career guidance system, including transition assessments, identification of postsecondary goal, and determination of needed transition services.			
Students with disabilities participate in all general education career guidance systems.			
Age-appropriate transition assessments are completed that includes vocational interests, vocational aptitudes, and the availability in the community for training or employment in an occupation that matches the student's interests and aptitudes.			

SCHOOL-BASED ACTIVITIES			
Indicator	Component in place	Component missing	Comments
<i>Futures planning and self-determination</i>			
Transition assessments are conducted, as necessary, to identify postsecondary goal in the following areas: employment, postsecondary training, community participation, living environments, and social-recreational.			
The IEP/transition plan includes the transition services needed for the student to achieve their postsecondary goal.			
<i>Curriculum and Instruction</i>			
<u>Professional level</u> for identified career path requiring 4 or more years of college.			
Students participate in college prep academic courses with appropriate accommodations			
Students are provided instruction in study skills and learning strategies			
Students with disabilities participate, as appropriate, in all advanced academic activities such as Advanced Placement, Running Start, and Tech Prep.			

SCHOOL-BASED ACTIVITIES			
Indicator	Component in place	Component missing	Comments
<u>Technical level</u> for identified career path requiring 2 years of college or postsecondary vocational/ technical training.			
Students participate in vocational education programs consistent with vocational goals			
Special education and vocational education staff meet regularly.			
Vocational education staff participates in IEP/transition planning meetings.			
A variety of support services and accommodations are available in the vocational education classrooms, e.g., parallel teaching, variable exit points, and in-class vocational support.			
Students with disabilities participate, as appropriate, in all advanced academic activities, such as Advanced Placement, Running Start, and Tech. Prep.			
<u>Entry level</u> for identified career path requiring high school completion.			
Students receive instruction that is community referenced, chronologically age-appropriate, functional, and based on their postsecondary goal.			
Students receive instruction in daily living skills, transportation/mobility skills, recreation/leisure skills based on individual need.			

WORK-BASED ACTIVITIES			
Indicator	Component in place	Component missing	Comments
Students have access to all school social and extra curricular activities.			
Students are provided a variety of career awareness and career exploration opportunities at community work places.			
Supports for learners within the work place and expectations for the support role are identified and provided.			
Community-based work placement procedures are consistent with the Fair Labor Standards Act (FLSA), child labor laws, RCW 28C.04.100, the ADA.			
Student file maintained which includes: Parent/school authorization for minors, community-based work experience training agreement, variances/special variances for minors, record of wage/hours, as appropriate, and student performance evaluation.			
A variety of community-based vocational training opportunities are available including job shadowing, situational assessments, job sampling, paid integrated work experiences, supported employment, and competitive employment.			

CONNECTING ACTIVITIES			
Indicator	Component in place	Component missing	Comments
Opportunities are provided starting in the primary grades for students to have exposure to an integrated experience between schools and careers			
The district has formal written or informal interagency agreements with appropriate postsecondary service providers such as adult human service agencies (DVR/DDD) and postsecondary training institutions.			
Appropriate community agencies and secondary training institutions are invited to participate in IEP/transition meetings.			
Students potentially eligible for DVR/DDD services are referred during the second semester of the second to last year of their school participation.			
The community has established some form of transition council to meet individual community needs.			
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 and input on curriculum.			
Students with disabilities are included in all levels of planning and implementation of school to work activities.			

CONNECTING ACTIVITIES			
Indicator	Component in place	Component missing	Comments
Postsecondary representatives are invited to participate in the student IEP/transition planning meeting, when appropriate.			
Students participate in college transition activities, e.g., college entrance exams, college site visits, and completing financial request forms, as appropriate.			
Postsecondary vocational or training representatives are invited to participate in the student IEP/transition planning meeting, when appropriate.			
Involvement of representatives from postsecondary support services is requested as part of the student IEP/transition planning meeting, when appropriate.			
Graduation policies are consistent with WAC 180-51-115.			
Graduation requirements are related to and consistent with transition goals.			
The follow-along process tracks ALL students including students with disabilities for at least 1 year after graduation. Areas in the follow-along process include employment, postsecondary training, community participation, and living environments.			
Follow-along data are used on an annual basis to make program decisions.			

QUALITY INDICATORS
SCHOOL TO EMPLOYMENT PROGRAMS

1. SCHOOL BASED ACTIVITIES

Indicator	Component Timeline									Comments
	14-15 yrs			16-17 yrs			18-21 yrs			
R = recommended A = actual N = not applicable	R	A	N	R	A	N	R	A	N	
<i>Futures Planning and Assessment</i>										
1. Student and parents are provided information regarding transition services, postsecondary training, employment and support services, and their role in the IEP/transition process by age 16.	X									
2. Students with developmental disabilities participate in general education career guidance activities.	X			X						
3. Parents are given the opportunity to provide information regarding the transition goals and needed services for their child.	X			X			X			
4. Parents and teachers receive information about the benefits available from the Social Security Administration to fund employment activities.	X			X			X			
5. Feedback is obtained from students and parents about their participation/satisfaction with the IEP/transition planning process.	X			X			X			
6. Graduation date/age is determined by IEP team, including families, at student age 14 (AYP). Process is in place to inform families and student of consequences of graduating prior to age 21.	X									
7. There is a process in place to assure that parents and students are informed of the requirements of WAC 392-172-302 (age of majority) by age 17.				X						
8. School staff is provided training on the IEP/transition planning process, post secondary training and employment and support services alternatives, service delivery at middle and high school.	X			X			X			
9. Person-Centered Planning is used to identify students' individual goals and to help students, families, and professionals make post secondary plans.	X			X			X			
10. Staff is provided training in the Person-Centered Planning process.	X			X			X			
11. Students and parents participate in the Person-Centered Planning process.	X			X						
12. Age-appropriate transition assessments are completed that include interests, aptitudes, and the availability of employment or training in an occupation that matches students' interests and aptitudes.	X			X			X			
13. A course of study or a coordinated set of activities is developed for students by age 16, or earlier, based on the students' interests, preferences and a postsecondary goal.	X			X			X			
14. The assessment process includes observations, interviews, record reviews, and testing and performance reviews.	X			X			X			

4/22/05

1. SCHOOL BASED ACTIVITIES

Indicator	Component Timeline									Comments
	14-15 yrs			16-17 yrs			18-21 yrs			
<i>Futures Planning and Assessment (cont.)</i>	R	A	N	R	A	N	R	A	N	
R = recommended A = actual N = not applicable										
15. School counselors and psychologists participate in the IEP/ transition planning process.	X			X			X			
16. School support staff is provided training regarding transition services, postsecondary options for student with developmental disabilities at middle and high school levels.	X			X						
17. Administrators support and participate in the IEP/transition planning process.	X			X			X			
<i>Functional Academics</i>										
18. Students receive instruction that is employment and community referenced, chronologically age-appropriate, functional, and based on their postsecondary goal.	X			X			X			
19. Students are provided with functional learning experiences that personally interest them and are taught through a blend of classroom activities and community-based experiences.	X			X						
20. Students receive regular instruction in functional reading and math skills that are used frequently in everyday life and in employment and/or work situations.	X			X						
21. Experiences are provided in the classroom and the community for development of appropriate communication and social skills.	X			X						
22. Students receive regular instruction to learn how and when to be assertive when communicating at home, school, and work.	X			X						
23. Learning experiences are provided in conflict resolution, anger management, and stress reduction techniques.	X			X						
24. Students receive regular instruction to understand the differences between various types of relationships and how to develop and maintain friendships.	X			X						
25. Students are provided opportunities for involvement and interaction with general school and community populations.	X			X						
26. School counselors and/or psychologists participate in students' development of communication and social skills.	X			X						
27. Administrators have a working knowledge of Functional Academics.	X			X						

4/22/05

1. SCHOOL BASED ACTIVITIES

Indicator	Component Timeline									Comments
	14-15 yrs			16-17 yrs			18-21 yrs			
Self-determination and Self management	R	A	N	R	A	N	R	A	N	
R = recommended A = actual N = not applicable										
28. IEP/transition planning meetings are scheduled to accommodate the student.	X				X			X		
29. Students play an active role in planning and running IEP and transition meetings.	X				X			X		
30. There is a system in place to help student develop self-advocacy skills and choice making.	X				X			X		
31. Students are given the opportunity to express their preferences regarding transition goals and needed services at their IEP meeting beginning at age 16, or earlier if appropriate.	X									
32. Learning experiences are provided to assist students identify and communicate their strengths, weaknesses, learning styles and unique characteristics.	X				X					
33. There is a process in place to assist students build a portfolio that includes documentation of disability, resume, work evaluations, and other information.	X				X					

2. WORK EXPERIENCE and EMPLOYMENT ACTIVITIES

Indicator	Component Timeline									Comments
	14-15 yrs			16-17 yrs			18-21 yrs			
School Based Work Experience	R	A	N	R	A	N	R	A	N	
R = recommended A = actual N = not applicable										
34. Students are provided experiences that support the development of positive work habits, tolerances, and behaviors.	X			X						
35. Students participate in Career and Technical Education programs and courses.	X			X						
36. Students are provided with positive work experiences such as job shadowing, CBL, part time employment, volunteering.	X			X			X			
37. There is a process in place to provide students with student assistantships or in-school jobs at age <16.				X						
38. School staff is provided specific training in pre-employment and employment skills.				X			X			
39. There is a system in place to allocate school staff and FTE to support pre-employment and employment activities.	X			X			X			
40. The school district and building administrators support school based and community based work experiences.	X			X			X			
41. Students and parents actively participate in developing "natural supports" for work experiences and developing connections and support to secure employment.	X			X						

4/22/05

2. WORK EXPERIENCE and EMPLOYMENT ACTIVITIES (cont.)

Indicator	Component Timeline									Comments
School Based Work Experience (cont.)	14-15 yrs			16-17 yrs			18-21 yrs			
R = recommended A = actual N = not applicable	R	A	N	R	A	N	R	A	N	
42. Staff is provided training in developing the “natural support” process.	X			X						
43. School staff assists students and parents clarify their expectations for employment and community experiences.	X			X			X			
44. Relevant and comprehensive job/work experience evaluations are used to monitor student learning and success.				X			X			
Community Based Work Experience										
45. Students with developmental disabilities are gainfully employed at least 20 hr/wk by age 20.							X			
46. Community work experience represents at least 35% of a school week for students by age 17.							X			
47. Community work experiences emphasize “real” work opportunities.							X			
48. Community work experience represents at least 50% or more of a school week for students by age 19.							X			
49. Non-paid community work experiences include work crews, community service or internships.				X			X			
50. Paid community work experiences are individual paid jobs.							X			
51. Staff is provided with in-service training about local employment providers and agencies.							X			
52. School staff and FTE are sufficiently allocated to support community based work experience activities.							X			

3. INDEPENDENT LIVING ACTIVITIES

Indicator	Component Timeline									Comments
Transportation and Mobility	14-15 yrs			16-17 yrs			18-21 yrs			
R = recommended A = actual N = not applicable	R	A	N	R	A	N	R	A	N	
53. Students are provided effective instruction to identify types of public transportation available, to describe costs of public transportation and to read schedules and maps.	X			X						
54. Students are provided instruction to select means of transportation from those available in the community.	X			X						

55. Students are provided instruction on safety procedures for public transportation.	X			X						
56. Students are given opportunities to use one or more means of transportation to travel from school, home or work.	X			X			X			
57. School staff and FTE are sufficiently allocated to support transportation training activities.	X			X						

3. INDEPENDENT LIVING ACTIVITIES (cont.)

Indicator	Component Timeline									Comments
	14-15 yrs			16-17 yrs			18-21 yrs			
Personal Care and Safety	R	A	N	R	A	N	R	A	N	
R = recommended A = actual N = not applicable										
58. Students are provided instruction on good hygiene and health as needed.	X			X						
59. Students are provided instruction to care for minor illnesses, simple injuries and individual medication requirements as needed.	X			X						
60. Students are provided regular instruction to identify appropriate resources to use in emergency.	X			X						
61. Students are provided regular instruction to know and understand how to keep safe.	X			X						
Recreation and Leisure										
62. Learning experiences are provided in identification, location, costs and safety issues of healthy leisure time activities.	X			X						
63. Learning experiences are provided to increase knowledge how to host a fun and safe party.	X			X						
64. Students are provided experiences in working as a team.	X			X						
65. Students are provided opportunities to participate in a sport or hobby at school or in the community.	X			X						
66. Students and parents are provided information about the importance of healthy leisure and recreational activities and how to identify natural supports and networks.	X			X			X			
67. School staff and FTE are sufficiently allocated to support instruction in healthy leisure activities in real settings.	X			X						
68. Administrators are knowledgeable and support the instruction of healthy leisure and recreational activities.	X			X						
Home and Consumer Skills										
69. Students are provided regular instruction in shopping, spending and budgeting with real experiences as appropriate.	X			X						
70. Students are provided regular instruction in managing income and other resources, i.e. savings, checking options.	X			X						
71. Learning experiences are provided in basic home safety and protection.	X			X						
72. Students are provided experiences in meal preparation, home care, and managing their own living environment.	X			X						
73. Students and parents receive information to develop a plan for students'	X			X						

future living arrangements and options.											
74. School staff, facilities and FTE are sufficiently allocated to support instruction in home and consumer skills.	X			X							

4. CONNECTING ACTIVITIES											
Indicator	Component Timeline									Comments	
	14-15 yrs			16-17 yrs			18-21 yrs				
R = recommended A = actual N = not applicable	R	A	N	R	A	N	R	A	N		
75. Parents are provided information related to entitlement and eligibility and how enrollment and connection with agencies is achieved beginning in the primary grades.	X			X			X				
76. The district has formal written agreement or effective working relationships with appropriate postsecondary service providers.				X			X				
77. Students and parents are informed about post-school high school service linkages and how, when and where to connect to those agencies.	X			X			X				
78. Students and parents are informed of external resources for employment.	X			X			X				
79. Appropriate community agencies and secondary training institutions are invited to participate in IEP/transition meetings.				X			X				
80. Students potentially eligible for DVR/DDD/DSB services are referred during the second semester of the second to last year of their school participation, or earlier if appropriate.							X				
81. Employers are actively involved with the school to assure the growing development of employment options for youth: vocational advisory committees, community based training options, internships, and or apprenticeships and input on curriculum.				X			X				
82. Students participate in transition activities such as transition fairs, agency seminars and workshops, as appropriate.	X			X			X				
83. Administrators support and participate in interagency collaboration with students, families, agencies and special education.	X			X			X				
84. Graduation policies are consistent with WAC 180-51-115.				X							

4/22/05

5

IEPs for Secondary Students

The Individuals with Disabilities Improvement Act (IDEA) mandates that the transition services and goals be included in a student's IEP and not on a parallel document such as an individualized transition plan.

Transition planning consists of four elements: identifying the student's preferences, interests and needs; a determination of a measurable postsecondary goal; annual IEP goals that are based on the student's preferences, interests and objectives, and will lead to the postsecondary goal; and a statement of interagency linkages, both during the secondary program and after leaving school. This chapter will focus on the annual IEP goals and infusing the transition planning process into the IEP.

WHAT DOES TRANSITION SERVICES MEAN?

"Transition services" means a coordinated set of activities for a student, designed within a results-oriented process, which promotes movement from school to post-school activities. The IEP process is intended to prepare students for life beyond high school.

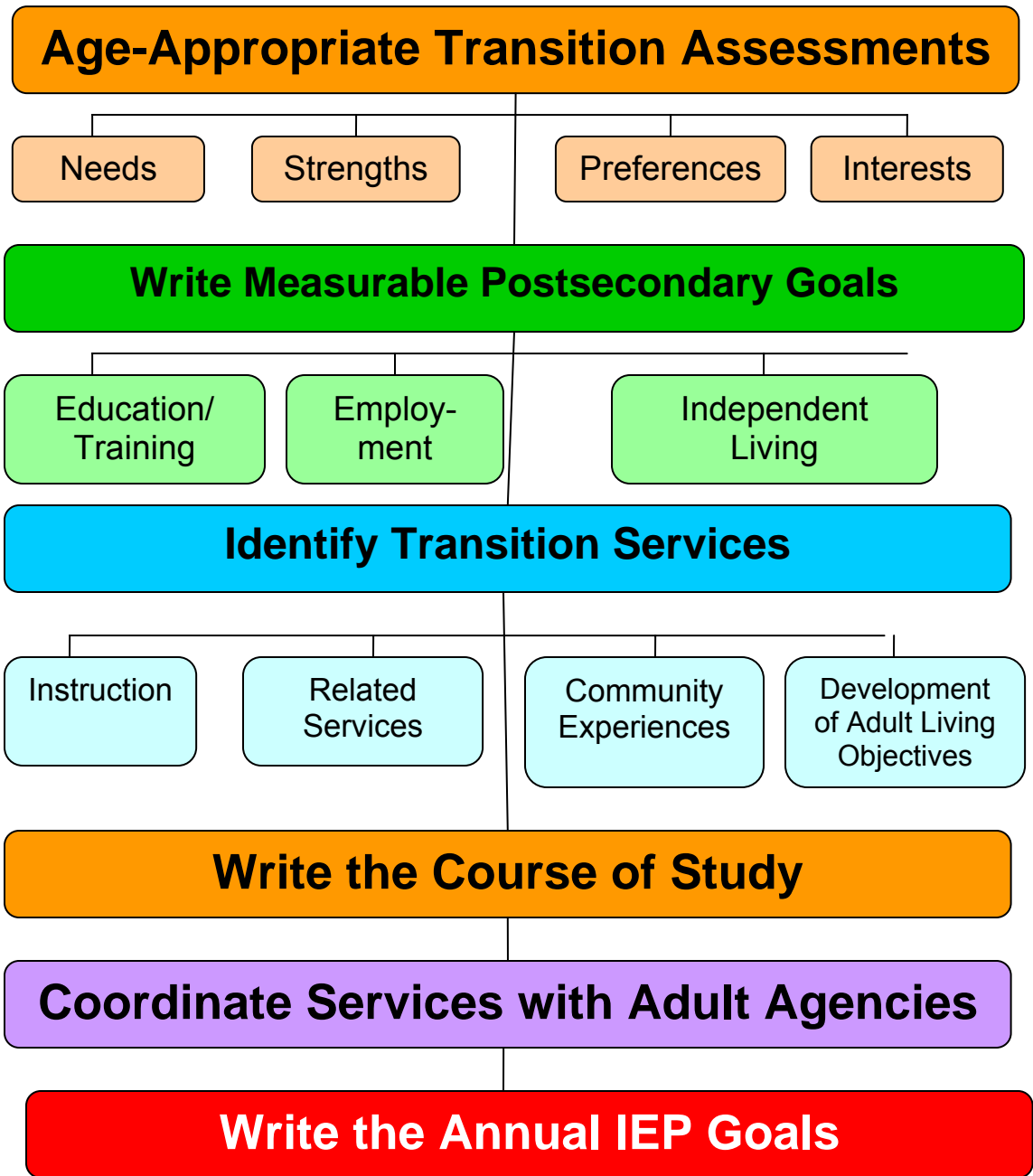
WHAT DOES A COORDINATED SET OF ACTIVITIES MEAN?

A coordinated set of activities means a planned and organized sequence of activities, based upon the individual student's needs, which promotes the movement from school to post-school adult living. This shall include instruction, vocational education and training, community experiences, employment objectives, post-school adult living objectives and, when appropriate, acquisition of daily living skills.

WHAT IS A RESULTS-ORIENTED PROCESS?

A results-oriented process is a series of events unique to an individual student's needs which lead directly to: integrated employment, supported employment, postsecondary education, continuing and adult education, adult services, independent living, and/or community participation.

TRANSITION SERVICES FLOW CHART



rev. 12/07

WHAT ARE THE STEPS FOR DEVELOPING THE IEP?

The entire IEP, beginning at age 16, or earlier if appropriate, is a results-oriented process. Beginning at age 16, or earlier, a course of study that IS appropriate for the student's long-range plans are identified. At age 16, or earlier, a coordinated plan is developed that will help students achieve their postsecondary goals. The following steps are suggested¹:

1. Identifying the student's post-school desired goals and vision.

Information must be gathered in order to identify a student's preferences, interests and dreams for life after high school. These dreams might not seem realistic to educators or family, 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 dreams 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 provide opportunities for the student to participate fully 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 post secondary goal.

3. Designing a Statement of Transition Services Needed (age 16 or younger if appropriate).

A statement of transition services needed is required for students by age 16 (younger if appropriate) and includes courses of study for the high school years. These courses 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.

Transition services identify the courses necessary for the student to graduate or complete a school program and provide the necessary experiences for achieving post-school goals. This must occur on the IEP for all students in special education by the

age of 16, earlier if appropriate. The long-range plans are evaluated annually and any necessary adjustment and modification of the courses of study are included in the IEP. (34 CFR§300.320(b)(1)(2)).

4. Determine Annual IEP Goals or Benchmarks.

After developing a comprehensive plan that includes a coordinated set of activities, annual IEP goals are determined for those activities that are a direct responsibility of the special education providers. There will be many activities identified for a student. Not all of those activities will be educational activities, or the responsibility of special educators. These activities may be provided in a general or special educational setting, in the community or in the home. A general education teacher, vocational education teacher, adult service agency provider or parent may provide opportunities and support for a student. It is only those activities that require the need for special education services that will require a goal on the IEP.

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.

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, using age-appropriate transition assessments, is completed, a measurable postsecondary goal is identified, and needed transition services are 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
 - Post-secondary 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

MEASURABLE POSTSECONDARY GOALS - Examples

Measurable Postsecondary Goals Example: Education/training

- Postsecondary education/training: After high school, (student) will take a business math class at Big Bend Community College.
- Employment: (Student) will work in an on-campus job while in college.
http://www.nsttac.org/?FileName=examples_i13_checklist

rev. 12/07

Measurable Postsecondary Goals Example: Employment

- Employment: After finishing high school, (student) will increase his work hours in his retail sales job, contacting XYZ Adult Agency for employment support services.
- Education/training: (Student) will participate in training to improve his work skills in his job at (_____).

rev. 12/07

Measurable Postsecondary Goals Example: Supported Employment

- Employment: After graduation (student) will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology.
- Education/training: After graduation, (student) will participate in habilitative and functional skill training through (_____) Services.
- Independent Living: After graduation, (student) will continue to live with his/her parents and will participate in his/her daily routines to the maximum extent possible.

rev. 12/07

Measurable Postsecondary Goals Example: Independent Living

- After graduation, (student) will participate in 1-2 age-appropriate community and individual community-based activities per week.
- After graduation, (student) will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with him/her regarding needs, wants and desires.

rev. 12/07

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 resolve 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

Roger, age 15

- **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-Grid

Roger, age 15

<u>AGE 14-15</u>	<u>AGE 16-17</u>	<u>AGE 18</u>
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
<u>AGE 19</u>	<u>AGE 20</u>	<u>AGE 21</u>
<i>School to Employment Program</i>	<i>School to Employment Program</i>	<i>School to Employment Program</i>
Independent living skills	Independent living skills	Employed with support 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-Narrative

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.

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		GRADE 11	
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 1</i>	<i>Semester 2</i>
English	English	English	English
Integrated Math 2	Integrated Math 2	US History	US History
General Science	General Science	Life Science	Life Science
Fundamentals of Art & Design	Foods	Health Occupations I	Health Occupations I
World History	World History	Health Occupations I	Health Occupations I
Learning Support (SE)	Learning Support (SE)	Learning Support (SE)	Learning Support (SE)
GRADE 12			
<i>Semester 1</i>	<i>Semester 2</i>		
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)

3. **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.
4. **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

6

Transition Partnership with Families

WHY IS PARENTAL INVOLVEMENT IN THE IEP PROCESS IMPORTANT?

No one understands their child's needs more than a parent does. Parents bring their family values, culture, and dreams to the IEP table. "One of the guiding principles of family/educator partnerships is the importance of sharing a vision for the student's success. From the preschool years through young adulthood, parents and educators play critical roles in helping students with disabilities identify and describe what they want to accomplish as they grow and make plans for their lives. This vision is part dream and part goal; something to aim for and yet something achievable. Transition planning is a vehicle for implementing that vision. By embracing the student's dream, parents and educators can help the student with a disability turn that vision into an educational plan that will help the student reach his or her full potential."¹

Parental involvement:

- Is mandated by law
- Assists the multidisciplinary team in determining needed services
- Provides the family perspective
- Brings information unobtainable from other sources
- Shares responsibility
- Prepares families for postsecondary realities
- Accesses important community liaisons
- Can assist in preparing the student for participation in the IEP process
- Can assist the student to develop self-determination skills by helping the student to know and value themselves, learn to plan, learn to act on their plans, and experience successful outcomes (see Chapter 3 for more information about self-determination)
- Can advocate for developing and initiating new programs and community alternatives and activities

WHAT ARE SOME AREAS THAT PARENTS NEED TO BE TALKING ABOUT WITH THEIR SON OR DAUGHTER?

Broaden your thinking about their son or daughter's future by exploring a wide range of scenarios that support his or her interests and dreams. Talk with their son or daughter about:

¹ Family/Educator Partnership Project. (2000). Family/Educator Guide to Special Education Services in Washington State. Olympia: Author.

- Gaining skills in self-determination and advocating for themselves
- Obtaining employment after high school
- Living independently
- Financial planning
- Searching and accessing community resources, transportation and health care services
- Exploring leisure and recreation activities
- Gathering information and training in personal relationships
- Gathering information about health and legal issues
- Attending post-secondary education

WHAT ARE SOME SOURCES OF INFORMATION FOR PARENTS?

- Discussions with their son or daughter
- Publications related to adults with disabilities
- Educational professionals
- Peer support groups
- Social service agencies (Division of Developmental Disabilities, Division of Vocational Rehabilitation, Social Security, etc.)
- Advocacy organizations (Washington PAVE, agencies for specific disabilities such as the Learning Disabilities Association of Washington)
- Health care providers

WHEN IS THE BEST TIME FOR PARENTS TO BECOME INVOLVED IN PLANNING FOR THE FUTURE?

- The sooner the better. One of the most rewarding parental responsibilities is teaching independence and decision making. Instilling a sense of pride, self-worth and drive into a child's life, early on, will go a long way in ensuring a successful transition. Futures planning should be an ongoing discussion item during the IEP process beginning in the elementary grades.

TRANSITION CHECKLIST

The following is a checklist of transition activities that your son or daughter may wish to consider when preparing transition plans with the IEP team. Your student's skills and interests will determine which items on the checklist are relevant. Use this checklist to ask your son/daughter whether or not these transition issues should be addressed at IEP transition meetings and whom they may wish to invite to the meeting. Remember that the transition IEP is your son or daughter's plan. These high school years are the ideal time for you to begin to "let go" of the IEP planning process, and let your child gradually assume more and more responsibility for their own education and future.

FOUR TO FIVE YEARS BEFORE LEAVING THE SCHOOL DISTRICT, THE STUDENT SHOULD:

- Identify personal learning styles and the necessary accommodations 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 postsecondary education and admission criteria
- Identify interests and options for future living arrangements, including supports
- Learn to effectively communicate interests, preferences, and needs
- Be able to explain his/her disability and the accommodations they need
- 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 the family*
- Investigate money management and identify necessary skills
- Acquire an 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, THE STUDENT SHOULD:

- 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 support services offered, and 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, with peers, etc.)
- Explore legal status with regards to decision making prior to age of majority
- Begin a resume 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, THE STUDENT SHOULD:

- Apply for financial support programs (Supplemental Security Income, Independent Living Services, Vocational Rehabilitation, and Personal Assistant Services)
- Identify postsecondary school that he/she plans 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 to arrive on time to work, appointments, and social activities
- Assume responsibility for health care needs (making appointments, filling and taking prescriptions, etc.)
- Register to vote
- Register for the selective service (if male)

7

Transition Planning and Interagency Collaboration

WHY PLAN COLLABORATIVELY FOR THE FUTURE?

Planning for the future, actively participating in community councils, and being aware of service alternatives, are vital to having community supports available for students with disabilities when they exit school.

Schools offer services through the single provider system. School staff coordinate with students, parents, and community agencies to provide appropriate transition services and resources during the time students are in school. Public school services are entitlements. Entitlements assure that citizens receive services for which they are eligible. When students with disabilities exit school, they must rely on adult service agencies to continue providing the needed supports for work or leisure activities. Services through adult agencies are based on eligibility, funding and capacity availability but have entitlements to assure due process and review of cases. These agencies have various eligibility requirements and, because of limitations, cannot always immediately offer services to eligible citizens. The applicant for services is often placed on a waiting list.

Planning for ongoing support prior to exiting school is key to accessing services. Awareness of agency eligibility criteria, meeting agency staff, gathering information from state and federal agencies about existing programs, and learning about community resources provides valuable information for students, families, and teachers to guide transition planning.

WHO IS RESPONSIBLE?

The local community shares responsibilities for services to its citizens.

The community includes business and industry, schools, postsecondary institutions, health and human service agencies, recreation and leisure resources, and the population of citizens who live in the community.

HOW DO COMMUNITIES SHARE TRANSITION PLANNING?

Community Transition Committees or Councils

Organizing *community transition councils* through a district, group of districts, or an educational service district is an effective way to share responsibilities, to plan

effectively for citizens leaving school, and to promote awareness of transition issues, particularly for citizens with special needs.

Members of the council can include: representatives from special, vocational and general education, postsecondary education and vocational training institutions, adults with disabilities (particularly those who have received transition services), parents of youth with disabilities, local business or industry, rehabilitation services, county human services, adult service providers, and additional public and private service providers as appropriate. To ensure the ongoing interest of members, it is helpful for the council to elect a chairperson, meet regularly, and develop goals and objectives that direct activities.

Council Participation Promotes:

- Understanding of similarities and differences between services and agencies;
- Clarification regarding which agencies, or individuals, should take responsibility for certain tasks;
- Effectiveness in planning;
- Realistic interagency expectations;
- Opportunity for sharing information, learning about community resources;
- Development of trust through personal interaction and problem solving;
- Awareness of agency eligibility requirements;
- Making appropriate referrals;
- More effective planning with realistic expectations;
- Development of additional vocational opportunities and increase vocational training and placement resources;
- Increased accessibility in the community, e.g., Increased transportation resources;
- Identification of barriers experienced by people with disabilities and plan for addressing them.

INTERAGENCY COLLABORATION

Interagency collaboration can facilitate working relationships between schools and community agencies through communication and exchange of information, mutually planned service coordination, and shared funding resources.

How Does Interagency Collaboration Work?

Communication and information exchange happens through agreements and signed authorizations to share information about individual students. This collaboration allows timely referral and determination of eligibility to ensure services are available for individuals exiting schools.

Mutually planned coordination of services ensures that students exiting school will immediately receive services. This collaboration ensures that appropriate community agencies will know the student, the supports needed by the student, and have a mutually agreed upon plan for services in place when the student exits school.

Sharing resources among several agencies usually happens according to a written interagency agreement or memorandum of understanding. The agreement denotes methods for planned information sharing, service coordination and implementation, and cost sharing. Roles and responsibilities of each agency are specified. Interagency agreements are usually focused on services to a specific group (i.e., students who are in a specific program such as supported employment) and include those agencies that are identified as resources for this group. This method of collaboration provides for cost containment between agencies. It provides for coordination of services that may overlap without an overlap in spending.

Benefits of Collaboration for Students Exiting School Include:

- Development of interagency agreements
- Cooperatively addressing present and future transition needs;
- Exchange of agency information regarding: current data, results of effectiveness studies, special projects, and creative funding ideas;
- Streamlining service delivery;
- Assuring that services are available when the student exits school;
- Correct and current information is disseminated to agencies prior to students exiting school;
- Eligibility for services is determined prior to exiting school;
- Student, parent, school, and agency know each other and what is expected.

WHAT SERVICES ARE AVAILABLE IN WASHINGTON STATE?

In Washington, a major provider of services and support for people with disabilities is the Department of Social and Health Services. Under this department, there are services that provide supports to people with disabilities such as: employment, places to live, ways to pay for food, and health coverage.

Agencies in the Department of Social and Health Services:

Division of Vocational Rehabilitation (DVR)—Offers vocational assessment and counseling, and rehabilitation planning and services, to achieve job placement. This agency also provides an Independent Living Program (ILP) designed for people with disabilities who want to increase their independence. The ILP may assist with attendant care management, counseling and advocacy, living arrangements, skill training, and services to the participant's family. Up to date information about DVR is available on their website at <http://www1.dshs.wa.gov/dvr/aboutdvr/aboutdvr.htm>

Division of Developmental Disabilities (DDD)—Offers a wide range of services and supports to eligible individuals. Such services include:

- employment training and placement,
- assistance in accessing the community and participation in leisure activities,
- residential options which include minimal support to full 24-hour support for people with severe challenges to live in the community,
- family support through respite care,
- early childhood services for children 0-3 including therapeutic services for the eligible child in a center based or home based program.

Up to date information about DDD is available on their website at <http://www1.dshs.wa.gov/ddd/index.shtml>

Division of Mental Health—Offers diagnostic services, residential programs which provide a range of support to citizens in order to remain in their own homes and function in the community, job training and placement, individual and group therapy, support to families of citizens with mental illness, and medication management. Up to date information about this division is available on their website at <http://www1.dshs.wa.gov/mentalhealth/rsnmap.shtml>

Division of Alcohol and Substance Abuse (DASA)—Offers diagnostic services, residential rehabilitation programs that include inpatient rehabilitation, placement into a community program that may include short-term residential support such as a halfway house, follow-along treatment, educational programs for schools and for the community. Up to date information about DASA is available on their website at <http://www1.dshs.wa.gov/dasa/>

Aging and Adult Administration—Offers community residential resources focused on allowing citizens to remain in their own homes with appropriate medical and physical care. Among these, chore services are one of the most important resources funded through this agency. In addition, the agency provides adult family home placement and monitoring for citizens who cannot remain in their own homes, respite care, access to nursing home care, and adult protection. Up to date information about Aging and Adult Administration is available on their website at <http://www.aasa.dshs.wa.gov/default.htm>

Division of Children and Family Services—Offers protection to children who are identified as at-risk, counseling for children and their families to preserve the integrity of the family unit, and foster care placement. Eligibility is based on identified need for services. An overview of the Children’s Administration and regional contact numbers is available at their website: <http://www1.dshs.wa.gov/ca/general/index.asp>

Medical Assistance Administration—Offers Medicaid health insurance to eligible applicants. Application is made through the local Community Services Office. Visit their website at <http://www1.dshs.wa.gov/basicneeds/cgs2admp.html> for the most up-to-date information.

The Economic Services Administration—Offers monthly grants for basic living requirements, Medicaid, food stamps, employment referral services to the Department of Employment Security, and other job training and placement resources through local Community Service Offices. Their website address is <https://wvs2.wa.gov/dshs/onlinecso/cover.asp>

Department of Services for the Blind—A state agency that provides training and placement of visual impaired and/or blind adults. Consultations for parents of blind children are available through child and family program. This program assists in transition of high school students into vocational rehabilitation services of the agency: counseling, guidance, adaptive skill training, vocational exploration, academic and vocational tuition assistance, job development, and accommodation relevant to employment. Their website is <http://www.wa.gov/dsb/>

Other State Agency Resources

Department of Employment Security—Offers employment and training programs, job placement services for people who are unemployed. Services are available to all citizens including those who have disabilities. Visit their extensive website at <http://www.wa.gov/esd/work/events.htm>

Community and Technical Colleges—Offer technical education and skill training for careers requiring other than a baccalaureate degree for entry into a profession and for career enhancement. Many programs include people with disabilities. You can reach links to many of the community and technical colleges in Washington via this website: <http://www.cis.ctc.edu/>

Social Security Administration—A federal agency that offers financial assistance for people with disabilities to achieve an independent life style. Eligibility depends on

severity of disability. Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI) are two of the major programs. Transition students who have a disability are most likely to benefit from SSI. Each program has its own eligibility criteria.

SSI is a federally administered income assistance program. It provides monthly cash payments in accordance with uniform, nationwide eligibility requirements. The purpose is to assist eligible individuals in maintaining a minimum standard of living by providing cash benefits and work incentives. The work incentives strengthen the program and reduce economic barriers to employment. The incentives are: special cash benefits, medical benefits, impairment-related work expenses (IRWE), and plans for achieving self-support (PASS). The PASS and IRWE incentives permit individuals who receive SSI to earn outside income (with limits established) and continue to receive payments and/or medical insurance coverage. Visit the “Youthlink” page at <http://www.ssa.gov/kids/> for valuable information for parents, teachers, and youth.

Becoming familiar with these and other organizations in your local community that support children and adults with disabilities is essential for effective planning and coordination of services for individuals. The time to know about these resources is before they are needed to provide ongoing supports for continued employed, independent living, or in home supports.

Appendices

Appendix A: IDEA 2004 Regulations Related to Secondary Transition WAC 392-172A	65
Appendix B: State Performance Plan (SPP) 2005-2010	112
Appendix C: Post-school Data Collection	123
Appendix D: Measurable Postsecondary Goals Summary of Performance	132
Appendix E: Work- Based Learning	147
Appendix F: Graduation Requirements/Diploma/CAA-CIA	165
Appendix G: Agency Linkage and Resource List	214
Appendix H: Monitoring Process and Procedures	217

IDEA(2004)Regulations
Related to Secondary Transition

**PART 300—ASSISTANCE TO STATES FOR THE EDUCATION OF CHILDREN
WITH DISABILITIES**

Subpart A—General

Purposes and Applicability

300.1 Purposes.

Definitions Used in This Part

300.22 Individualized education program.

300.26 Institution of higher education.

300.34 Related services.

300.39 Special education.

300.43 Transition services.

Subpart B—State Eligibility

Other FAPE Requirements

300.107 Nonacademic services.

Methods of Ensuring Services

300.154 Methods of ensuring services.

**Subpart D—Evaluations, Eligibility Determinations,
Individualized Education Programs, and Educational Placements**

Evaluations and Reevaluations

300.305 Additional requirements for evaluations and reevaluations.

Individualized Education Programs

300.320 Definition of individualized education program.

300.321 IEP Team.

300.322 Parent participation.

Development of IEP

300.324 Development, review, and revision of IEP.

Subpart E—Procedural Safeguards

Due Process Procedures for Parents and Children

300.520 Transfer of parental rights at age of majority.

Subpart F—Monitoring, Enforcement, Confidentiality, and Program Information Monitoring, Technical Assistance, and Enforcement

Confidentiality of Information

300.622 Consent.

Subpart A—General

Purposes and Applicability

§300.1 Purposes.

The purposes of this part are—

- (a) To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- (b) To ensure that the rights of children with disabilities and their parents are protected;
- (c) To assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities; and
- (d) To assess and ensure the effectiveness of efforts to educate children with disabilities.

(Authority: 20 U.S.C. 1400(d))

Definitions Used in This Part

§300.22 Individualized Education Program

Individualized education program or IEP means a written statement for a child with a disability that is developed, reviewed, and revised in accordance with §§ 300.320 through 300.324.

(Authority: 20 U.S.C. 1401(14))

§300.26 Institution of higher education.*Institution of higher education—*

- (a) Has the meaning given the term in section 101 of the Higher Education Act of 1965, as amended, 20 U.S.C. 1021 *et seq.* (HEA); and
- (b) Also includes any community college receiving funds from the Secretary of the Interior under the Tribally Controlled Community College or University Assistance Act of 1978, 25 U.S.C. 1801, *et seq.*

(Authority: 20 U.S.C. 1401(17))

§300.34 Related services.

- (a) *General. Related services* means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speechlanguage pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.
- (b) *Exception; services that apply to children with surgically implanted devices, including cochlear implants.*
 - (1) Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device.
 - (2) Nothing in paragraph (b)(1) of this section—
 - (i) Limits the right of a child with a surgically implanted device (e.g., cochlear implant) to receive related services (as listed in paragraph (a) of this section) that are determined by the IEP Team to be necessary for the child to receive FAPE.
 - (ii) Limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety

Compiled by NSTTAC

(with a major assist from Kathy Eversole, Upper Cumberland Special Education Cooperative, Kentucky Department of Education)

of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school; or

- (iii) Prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly, as required in § 300.113(b).

(c) *Individual related services terms defined.* The terms used in this definition are defined as follows:

(1) *Audiology* includes—

- (i) Identification of children with hearing loss;
- (ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
- (iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lipreading), hearing evaluation, and speech conservation;
- (iv) Creation and administration of programs for prevention of hearing loss;
- (v) Counseling and guidance of children, parents, and teachers regarding hearing loss; and
- (vi) Determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

(2) *Counseling services* means services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.

(3) *Early identification and assessment of disabilities in children* means the implementation of a formal plan for identifying a disability as early as possible in a child's life.

(4) *Interpreting services* includes—

- (i) The following, when used with respect to children who are deaf or hard of hearing: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and
- (ii) Special interpreting services for children who are deaf-blind.

Compiled by NSTTAC

(with a major assist from Kathy Eversole, Upper Cumberland Special Education Cooperative, Kentucky Department of Education)

- (5) *Medical services* means services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.
- (6) *Occupational therapy*—
- (i) Means services provided by a qualified occupational therapist; and
 - (ii) Includes—
 - (A) Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;
 - (B) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and
 - (C) Preventing, through early intervention, initial or further impairment or loss of function.
- (7) *Orientation and mobility services*—
- (i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and
 - (ii) Includes teaching children the following, as appropriate:
 - (A) Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);
 - (B) To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision;
 - (C) To understand and use remaining vision and distance low vision aids; and
 - (D) Other concepts, techniques, and tools.
- (8) (i) *Parent counseling and training* means assisting parents in understanding the special needs of their child;
- (ii) Providing parents with information about child development; and
 - (iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.

Compiled by NSTTAC

(with a major assist from Kathy Eversole, Upper Cumberland Special Education Cooperative,
Kentucky Department of Education)

- (9) *Physical therapy* means services provided by a qualified physical therapist.
- (10) *Psychological services* includes—
- (i) Administering psychological and educational tests, and other assessment procedures;
 - (ii) Interpreting assessment results;
 - (iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
 - (iv) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations;
 - (v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and
 - (vi) Assisting in developing positive behavioral intervention strategies.
- (11) *Recreation* includes—
- (i) Assessment of leisure function;
 - (ii) Therapeutic recreation services;
 - (iii) Recreation programs in schools and community agencies; and
 - (iv) Leisure education.
- (12) *Rehabilitation counseling services* means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with a disability by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended, 29 U.S.C. 701 *et seq.*
- (13) *School health services and school nurse services* means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.
- (14) *Social work services in schools* includes—
- (i) Preparing a social or developmental history on a child with a disability;
 - (ii) Group and individual counseling with the child and family;

Compiled by NSTTAC

(with a major assist from Kathy Eversole, Upper Cumberland Special Education Cooperative,
Kentucky Department of Education)

- (iii) Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
 - (iv) Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
 - (v) Assisting in developing positive behavioral intervention strategies.
- (15) *Speech-language pathology services* includes—
- (i) Identification of children with speech or language impairments;
 - (ii) Diagnosis and appraisal of specific speech or language impairments;
 - (iii) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
 - (iv) Provision of speech and language services for the habilitation or prevention of communicative impairments; and
 - (v) Counseling and guidance of parents, children, and teachers regarding speech and language impairments.
- (16) *Transportation* includes—
- (i) Travel to and from school and between schools;
 - (ii) Travel in and around school buildings; and
 - (iii) Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

(Authority: 20 U.S.C. 1401(26))

§300.39 Special education.

(a) *General.*

- (1) *Special education* means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including—
 - (i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and
 - (ii) Instruction in physical education.
- (2) *Special education* includes each of the following, if the services otherwise meet the requirements of paragraph (a)(1) of this section—

Compiled by NSTTAC

(with a major assist from Kathy Eversole, Upper Cumberland Special Education Cooperative,
Kentucky Department of Education)

- (i) Speech-language pathology services, or any other related service, if the service is considered special education rather than a related service under State standards;
 - (ii) Travel training; and
 - (iii) Vocational education.
- (b) *Individual special education terms defined.* The terms in this definition are defined as follows:
- (1) *At no cost* means that all specially designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.
 - (2) *Physical education* means—
 - (i) The development of—
 - (A) Physical and motor fitness;
 - (B) Fundamental motor skills and patterns; and
 - (C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports); and
 - (ii) Includes special physical education, adapted physical education, movement education, and motor Development.
 - (3) *Specially designed instruction* means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—
 - (i) To address the unique needs of the child that result from the child's disability; and
 - (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.
 - (4) *Travel training* means providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to—
 - (i) Develop an awareness of the environment in which they live; and
 - (ii) Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).
 - (5) *Vocational education* means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for

additional preparation for a career not requiring a baccalaureate or advanced degree.

(Authority: 20 U.S.C. 1401(29))

§300.43 Transition services.

- (a) *Transition services* means a coordinated set of activities for a child with a disability that—
- (1) Is designed to be within a 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;
 - (2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—
 - (i) Instruction;
 - (ii) Related services;
 - (iii) Community experiences;
 - (iv) The development of employment and other post-school adult living objectives; and
 - (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- (b) *Transition services* for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

(Authority: 20 U.S.C. 1401(34))

Subpart B—State Eligibility

Other FAPE Requirements

§300.107 Nonacademic services.

The State must ensure the following:

- (a) Each public agency must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner

Compiled by NSTTAC

(with a major assist from Kathy Eversole, Upper Cumberland Special Education Cooperative,
Kentucky Department of Education)

necessary to afford children with disabilities an equal opportunity for participation in those services and activities.

- (b) Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available.

(Approved by the Office of Management and Budget under control number 1820-0030)

(Authority: 20 U.S.C. 1412(a)(1))

Methods of Ensuring Services

§300.154 Methods of ensuring services.

- (a) *Establishing responsibility for services.* The Chief Executive Officer of a State or designee of that officer must ensure that an interagency agreement or other mechanism for interagency coordination is in effect between each noneducational public agency described in paragraph (b) of this section and the SEA, in order to ensure that all services described in paragraph (b)(1) of this section that are needed to ensure FAPE are provided, including the provision of these services during the pendency of any dispute under paragraph (a)(3) of this section. The agreement or mechanism must include the following:
- (1) An identification of, or a method for defining, the financial responsibility of each agency for providing services described in paragraph (b)(1) of this section to ensure FAPE to children with disabilities. The financial responsibility of each noneducational public agency described in paragraph (b) of this section, including the State Medicaid agency and other public insurers of children with disabilities, must precede the financial responsibility of the LEA (or the State agency responsible for developing the child's IEP).
 - (2) The conditions, terms, and procedures under which an LEA must be reimbursed by other agencies.
 - (3) Procedures for resolving interagency disputes (including procedures under which LEAs may initiate proceedings) under the agreement or other mechanism to secure

Compiled by NSTTAC

(with a major assist from Kathy Eversole, Upper Cumberland Special Education Cooperative,
Kentucky Department of Education)

- reimbursement from other agencies or otherwise implement the provisions of the agreement or mechanism.
- (4) Policies and procedures for agencies to determine and identify the interagency coordination responsibilities of each agency to promote the coordination and timely and appropriate delivery of services described in paragraph (b)(1) of this section.
- (b) *Obligation of noneducational public agencies.*
- (1) (i) If any public agency other than an educational agency is otherwise obligated under Federal or State law, or assigned responsibility under State policy or pursuant to paragraph (a) of this section, to provide or pay for any services that are also considered special education or related services (such as, but not limited to, services described in § 300.5 relating to assistive technology devices, § 300.6 relating to assistive technology services, § 300.34 relating to related services, § 300.41 relating to supplementary aids and services, and § 300.42 relating to transition services) that are necessary for ensuring FAPE to children with disabilities within the State, the public agency must fulfill that obligation or responsibility, either directly or through contract or other arrangement pursuant to paragraph (a) of this section or an agreement pursuant to paragraph (c) of this section.
- (ii) A noneducational public agency described in paragraph (b)(1)(i) of this section may not disqualify an eligible service for Medicaid reimbursement because that service is provided in a school context.
- (2) If a public agency other than an educational agency fails to provide or pay for the special education and related services described in paragraph (b)(1) of this section, the LEA (or State agency responsible for developing the child's IEP) must provide or pay for these services to the child in a timely manner. The LEA or State agency is authorized to claim reimbursement for the services from the noneducational public agency that failed to provide or pay for these services and that agency must reimburse the LEA or State agency in accordance with the terms of the interagency agreement or other mechanism described in paragraph (a) of this section.
- (c) *Special rule.* The requirements of paragraph (a) of this section may be met through—

Compiled by NSTTAC

(with a major assist from Kathy Eversole, Upper Cumberland Special Education Cooperative,
Kentucky Department of Education)

- (1) State statute or regulation;
 - (2) Signed agreements between respective agency officials that clearly identify the responsibilities of each agency relating to the provision of services; or
 - (3) Other appropriate written methods as determined by the Chief Executive Officer of the State or designee of that officer and approved by the Secretary.
- (d) *Children with disabilities who are covered by public benefits or insurance.*
- (1) A public agency may use the Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for services required under this part, as permitted under the public benefits or insurance program, except as provided in paragraph (d)(2) of this section.
 - (2) With regard to services required to provide FAPE to an eligible child under this part, the public agency—
 - (i) May not require parents to sign up for or enroll in public benefits or insurance programs in order for their child to receive FAPE under Part B of the Act;
 - (ii) May not require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services provided pursuant to this part, but pursuant to paragraph (g)(2) of this section, may pay the cost that the parents otherwise would be required to pay;
 - (iii) May not use a child's benefits under a public benefits or insurance program if that use would—
 - (A) Decrease available lifetime coverage or any other insured benefit;
 - (B) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time the child is in school;
 - (C) Increase premiums or lead to the discontinuation of benefits or insurance; or
 - (D) Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures; and
 - (iv) (A) Must obtain parental consent, consistent with § 300.9, each time that access to public benefits or insurance is sought; and
 - (B) Notify parents that the parents' refusal to allow access to their public benefits or

Compiled by NSTTAC

(with a major assist from Kathy Eversole, Upper Cumberland Special Education Cooperative,
Kentucky Department of Education)

insurance does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents.

(e) *Children with disabilities who are covered by private insurance.*

- (1) With regard to services required to provide FAPE to an eligible child under this part, a public agency may access the parents' private insurance proceeds only if the parents provide consent consistent with § 300.9.
- (2) Each time the public agency proposes to access the parents' private insurance proceeds, the agency must—
 - (i) Obtain parental consent in accordance with paragraph (e)(1) of this section; and
 - (ii) Inform the parents that their refusal to permit the public agency to access their private insurance does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents.

(f) *Use of Part B funds.*

- (1) If a public agency is unable to obtain parental consent to use the parents' private insurance, or public benefits or insurance when the parents would incur a cost for a specified service required under this part, to ensure FAPE the public agency may use its Part B funds to pay for the service.
- (2) To avoid financial cost to parents who otherwise would consent to use private insurance, or public benefits or insurance if the parents would incur a cost, the public agency may use its Part B funds to pay the cost that the parents otherwise would have to pay to use the parents' benefits or insurance (e.g., the deductible or co-pay amounts).

(g) *Proceeds from public benefits or insurance or private insurance.*

- (1) Proceeds from public benefits or insurance or private insurance will not be treated as program income for purposes of 34 CFR 80.25.
- (2) If a public agency spends reimbursements from Federal funds (e.g., Medicaid) for services under this part, those funds will not be considered ``State or local'' funds for purposes of the maintenance of effort provisions in §§ 300.163 and 300.203.

(h) *Construction.* Nothing in this part should be construed to alter the requirements imposed on a State Medicaid agency, or any other agency administering a public benefits or insurance program by Federal statute, regulations or policy under title

Compiled by NSTTAC

(with a major assist from Kathy Eversole, Upper Cumberland Special Education Cooperative,
Kentucky Department of Education)

XIX, or title XXI of the Social Security Act, 42 U.S.C. 1396 through 1396v and 42 U.S.C. 1397aa through 1397jj, or any other public benefits or insurance program.

(Approved by the Office of Management and Budget under control number 1820-0030)

(Authority: 20 U.S.C. 1412(a)(12) and (e))

Subpart D—Evaluations, Eligibility Determinations, Individualized Education Programs, and Educational Placements

Evaluations and Reevaluations

§300.305 Additional requirements for evaluations and reevaluations.

- (a) *Review of existing evaluation data.* As part of an initial evaluation (if appropriate) and as part of any reevaluation under this part, the IEP Team and other qualified professionals, as appropriate, must—
- (1) Review existing evaluation data on the child, including—
 - (i) Evaluations and information provided by the parents of the child;
 - (ii) Current classroom-based, local, or State assessments, and classroom-based observations; and
 - (iii) Observations by teachers and related services providers; and
 - (2) On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine—
 - (i) (A) Whether the child is a child with a disability, as defined in § 300.8, and the educational needs of the child; or
(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;
 - (ii) The present levels of academic achievement and related developmental needs of the child;
 - (iii) (A) Whether the child needs special education and related services; or
(B) In the case of a reevaluation of a child, whether the child continues to need special education and related services; and
 - (iv) Whether any additions or modifications to the special education and related services are needed

Compiled by NSTTAC

(with a major assist from Kathy Eversole, Upper Cumberland Special Education Cooperative, Kentucky Department of Education)

to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

- (b) *Conduct of review.* The group described in paragraph (a) of this section may conduct its review without a meeting.
- (c) *Source of data.* The public agency must administer such assessments and other evaluation measures as may be needed to produce the data identified under paragraph (a) of this section.
- (d) *Requirements if additional data are not needed.*
 - (1) If the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, the public agency must notify the child's parents of—
 - (i) That determination and the reasons for the determination; and
 - (ii) The right of the parents to request an assessment to determine whether the child continues to be a child with a disability, and to determine the child's educational needs.
 - (2) The public agency is not required to conduct the assessment described in paragraph (d)(1)(ii) of this section unless requested to do so by the child's parents.
- (e) *Evaluations before change in eligibility.*
 - (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 postsecondary goals.

(Authority: 20 U.S.C. 1414(c))

Compiled by NSTTAC

(with a major assist from Kathy Eversole, Upper Cumberland Special Education Cooperative,
Kentucky Department of Education)

Individualized Education Programs**§300.320 Definition of individualized education program.**

- (a) *General.* As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§ 300.320 through 300.324, and that must include—
- (1) A statement of the child's present levels of academic achievement and functional performance, including—
 - (i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
 - (2)
 - (i) A statement of measurable annual goals, including academic and functional goals designed to—
 - (A) 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
 - (B) Meet each of the child's other educational needs that result from the child's disability;
 - (ii) For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;
 - (3) A description of—
 - (i) How the child's progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and
 - (ii) 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 cards) will be provided;
 - (4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child—

Compiled by NSTTAC

(with a major assist from Kathy Eversole, Upper Cumberland Special Education Cooperative,
Kentucky Department of Education)

- (i) To advance appropriately toward attaining the annual goals;
 - (ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and
 - (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;
- (5) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in paragraph (a)(4) of this section;
- (6) (i) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide assessments consistent with section 612(a)(16) of the Act; and
- (ii) If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or districtwide assessment of student achievement, a statement of why—
 - (A) The child cannot participate in the regular assessment; and
 - (B) The particular alternate assessment selected is appropriate for the child; and
- (7) The projected date for the beginning of the services and modifications described in paragraph (a)(4) of this section, and the anticipated frequency, location, and duration of those services and modifications.
- (b) *Transition services.* Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—
- (1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
 - (2) The transition services (including courses of study) needed to assist the child in reaching those goals.
- (c) *Transfer of rights at age of majority.* Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child's rights under Part B of

Compiled by NSTTAC

(with a major assist from Kathy Eversole, Upper Cumberland Special Education Cooperative,
Kentucky Department of Education)

the Act, if any, that will transfer to the child on reaching the age of majority under § 300.520.

- (d) *Construction.* Nothing in this section shall be construed to require—
- (1) That additional information be included in a child's IEP beyond what is explicitly required in section 614 of the Act; or
 - (2) The IEP Team to include information under one component of a child's IEP that is already contained under another component of the child's IEP.

(Authority: 20 U.S.C. 1414(d)(1)(A) and (d)(6))

§300.321 IEP Team.

- (a) *General.* The public agency must ensure that the IEP Team for each child with a disability includes—
- (1) The parents of the child;
 - (2) Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
 - (3) Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
 - (4) A representative of the public agency who—
 - (i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - (ii) Is knowledgeable about the general education curriculum; and
 - (iii) Is knowledgeable about the availability of resources of the public agency.
 - (5) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in paragraphs (a)(2) through (a)(6) of this section;
 - (6) At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
 - (7) Whenever appropriate, the child with a disability.
- (b) *Transition services participants.*
- (1) In accordance with paragraph (a)(7) of this section, the public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary

Compiled by NSTTAC

(with a major assist from Kathy Eversole, Upper Cumberland Special Education Cooperative,
Kentucky Department of Education)

- goals for the child and the transition services needed to assist the child in reaching those goals under § 300.320(b).
- (2) If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered.
 - (3) To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.
- (c) *Determination of knowledge and special expertise.* The determination of the knowledge or special expertise of any individual described in paragraph (a)(6) of this section must be made by the party (parents or public agency) who invited the individual to be a member of the IEP Team.
- (d) *Designating a public agency representative.* A public agency may designate a public agency member of the IEP Team to also serve as the agency representative, if the criteria in paragraph (a)(4) of this section are satisfied.
- (e) *IEP Team attendance.*
- (1) A member of the IEP Team described in paragraphs (a)(2) through (a)(5) of this section is not required to attend an IEP Team meeting, in whole or in part, if the parent of a child with a disability and the public agency agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
 - (2) A member of the IEP Team described in paragraph (e)(1) of this section may be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if-
 - (i) The parent, in writing, and the public agency consent to the excusal; and
 - (ii) The member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.
- (f) *Initial IEP Team meeting for child under Part C.* In the case of a child who was previously served under Part C of the Act, an invitation to the initial IEP Team meeting must, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services.

Compiled by NSTTAC

(with a major assist from Kathy Eversole, Upper Cumberland Special Education Cooperative,
Kentucky Department of Education)

(Authority: 20 U.S.C. 1414(d)(1)(B)-(d)(1)(D))

§300.322 Parent participation.

- (a) *Public agency responsibility— general.* Each public agency must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including—
- (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - (2) Scheduling the meeting at a mutually agreed on time and place.
- (b) *Information provided to parents.*
- (1) The notice required under paragraph (a)(1) of this section must—
 - (i) Indicate the purpose, time, and location of the meeting and who will be in attendance; and
 - (ii) Inform the parents of the provisions in § 300.321(a)(6) and (c) (relating to the participation of other individuals on the IEP Team who have knowledge or special expertise about the child), and § 300.321(f) (relating to the participation of the Part C service coordinator or other representatives of the Part C system at the initial IEP Team meeting for a child previously served under Part C of the Act).
 - (2) For a child with a disability beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, the notice also must—
 - (i) Indicate—
 - (A) That a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child, in accordance with § 300.320(b); and
 - (B) That the agency will invite the student; and
 - (ii) Identify any other agency that will be invited to send a representative.
- (c) *Other methods to ensure parent participation.* If neither parent can attend an IEP Team meeting, the public agency must use other methods to ensure parent participation, including individual or conference telephone calls, consistent with § 300.328 (related to alternative means of meeting participation).

Compiled by NSTTAC

(with a major assist from Kathy Eversole, Upper Cumberland Special Education Cooperative,
Kentucky Department of Education)

- (d) *Conducting an IEP Team meeting without a parent in attendance.* A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case, the public agency must keep a record of its attempts to arrange a mutually agreed on time and place, such as—
- (1) Detailed records of telephone calls made or attempted and the results of those calls;
 - (2) Copies of correspondence sent to the parents and any responses received; and
 - (3) Detailed records of visits made to the parent's home or place of employment and the results of those visits.
- (e) *Use of interpreters or other action, as appropriate.* The public agency must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
- (f) *Parent copy of child's IEP.* The public agency must give the parent a copy of the child's IEP at no cost to the parent.

(Authority: 20 U.S.C. 1414(d)(1)(B)(i))

Development of IEP

§300.324 Development, review, and revision of IEP.

- (a) *Development of IEP—*
- (1) *General.* In developing each child's IEP, the IEP Team must consider—
 - (i) The strengths of the child;
 - (ii) The concerns of the parents for enhancing the education of their child;
 - (iii) The results of the initial or most recent evaluation of the child; and
 - (iv) The academic, developmental, and functional needs of the child.
 - (2) *Consideration of special factors.* The IEP Team must—
 - (i) In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
 - (ii) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;

Compiled by NSTTAC

(with a major assist from Kathy Eversole, Upper Cumberland Special Education Cooperative,
Kentucky Department of Education)

- (iii) In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;
 - (iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
 - (v) Consider whether the child needs assistive technology devices and services.
- (3) *Requirement with respect to regular education teacher.* A regular education teacher of a child with a disability, as a member of the IEP Team, must, to the extent appropriate, participate in the development of the IEP of the child, including the determination of—
- (i) Appropriate positive behavioral interventions and supports and other strategies for the child; and
 - (ii) Supplementary aids and services, program modifications, and support for school personnel consistent with § 300.320(a)(4).
- (4) *Agreement.*
- (i) In making changes to a child's IEP after the annual IEP Team meeting for a school year, the parent of a child with a disability and the public agency may agree not to convene an IEP Team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP.
 - (ii) If changes are made to the child's IEP in accordance with paragraph (a)(4)(i) of this section, the public agency must ensure that the child's IEP Team is informed of those changes.
- (5) *Consolidation of IEP Team meetings.* To the extent possible, the public agency must encourage the

Compiled by NSTTAC

(with a major assist from Kathy Eversole, Upper Cumberland Special Education Cooperative,
Kentucky Department of Education)

consolidation of reevaluation meetings for the child and other IEP Team meetings for the child.

- (6) *Amendments.* Changes to the IEP may be made either by the entire IEP Team at an IEP Team meeting, or as provided in paragraph (a)(4) of this section, by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.
- (b) *Review and revision of IEPs—*
- (1) *General.* Each public agency must ensure that, subject to paragraphs (b)(2) and (b)(3) of this section, the IEP Team—
- (i) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and
 - (ii) Revises the IEP, as appropriate, to address—
 - (A) Any lack of expected progress toward the annual goals described in § 300.320(a)(2), and in the general education curriculum, if appropriate;
 - (B) The results of any reevaluation conducted under § 300.303;
 - (C) Information about the child provided to, or by, the parents, as described under § 300.305(a)(2);
 - (D) The child's anticipated needs; or
 - (E) Other matters.
- (2) *Consideration of special factors.* In conducting a review of the child's IEP, the IEP Team must consider the special factors described in paragraph (a)(2) of this section.
- (3) *Requirement with respect to regular education teacher.* A regular education teacher of the child, as a member of the IEP Team, must, consistent with paragraph (a)(3) of this section, participate in the review and revision of the IEP of the child.
- (c) *Failure to meet transition objectives—*
- (1) *Participating agency failure.* If a participating agency, other than the public agency, fails to provide the transition services described in the IEP in accordance with § 300.320(b), the public agency must reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.
- (2) *Construction.* Nothing in this part relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide

Compiled by NSTTAC

(with a major assist from Kathy Eversole, Upper Cumberland Special Education Cooperative,
Kentucky Department of Education)

or pay for any transition service that the agency would otherwise provide to children with disabilities who meet the eligibility criteria of that agency.

(d) *Children with disabilities in adult prisons—*

(1) *Requirements that do not apply.* The following requirements do not apply to children with disabilities who are convicted as adults under State law and incarcerated in adult prisons:

(i) The requirements contained in section 612(a)(16) of the Act and § 300.320(a)(6) (relating to participation of children with disabilities in general assessments).

(ii) The requirements in § 300.320(b) (relating to transition planning and transition services) do not apply with respect to the children whose eligibility under Part B of the Act will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.

(2) *Modifications of IEP or placement.*

(i) Subject to paragraph (d)(2)(ii) of this section, the IEP Team of a child with a disability who is convicted as an adult under State law and incarcerated in an adult prison may modify the child's IEP or placement if the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.

(ii) The requirements of §§ 300.320 (relating to IEPs), and 300.112 (relating to LRE), do not apply with respect to the modifications described in paragraph (d)(2)(i) of this section.

(Authority: 20 U.S.C. 1412(a)(1), 1412(a)(12)(A)(i), 1414(d)(3), (4)(B), and (7); and 1414(e))

Subpart E—Procedural Safeguards

Due Process Procedures for Parents and Children

§300.520 Transfer of parental rights at age of majority.

(a) *General.* A State may provide that, when a child with a disability reaches the age of majority under State law that applies to all children (except for a child with a disability who has been determined to be incompetent under State law)—

Compiled by NSTTAC

(with a major assist from Kathy Eversole, Upper Cumberland Special Education Cooperative, Kentucky Department of Education)

- (1) (i) The public agency must provide any notice required by this part to both the child and the parents; and
 - (ii) All rights accorded to parents under Part B of the Act transfer to the child;
 - (2) All rights accorded to parents under Part B of the Act transfer to children who are incarcerated in an adult or juvenile, State or local correctional institution; and
 - (3) Whenever a State provides for the transfer of rights under this part pursuant to paragraph (a)(1) or (a)(2) of this section, the agency must notify the child and the parents of the transfer of rights.
- (b) *Special rule.* A State must establish procedures for appointing the parent of a child with a disability, or, if the parent is not available, another appropriate individual, to represent the educational interests of the child throughout the period of the child's eligibility under Part B of the Act if, under State law, a child who has reached the age of majority, but has not been determined to be incompetent, can be determined not to have the ability to provide informed consent with respect to the child's educational program.

(Authority: 20 U.S.C. 1415(m))

Subpart F—Monitoring, Enforcement, Confidentiality, and Program Information Monitoring, Technical Assistance, and Enforcement

Confidentiality of Information

§300.622 Consent.

- (a) Parental consent must be obtained before personally identifiable information is disclosed to parties, other than officials of participating agencies in accordance with paragraph (b)(1) of this section, unless the information is contained in education records, and the disclosure is authorized without parental consent under 34 CFR part 99.
- (b) (1) Except as provided in paragraphs (b)(2) and (b)(3) of this section, parental consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of this part.
- (2) Parental consent, or the consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating

Compiled by NSTTAC

(with a major assist from Kathy Eversole, Upper Cumberland Special Education Cooperative, Kentucky Department of Education)

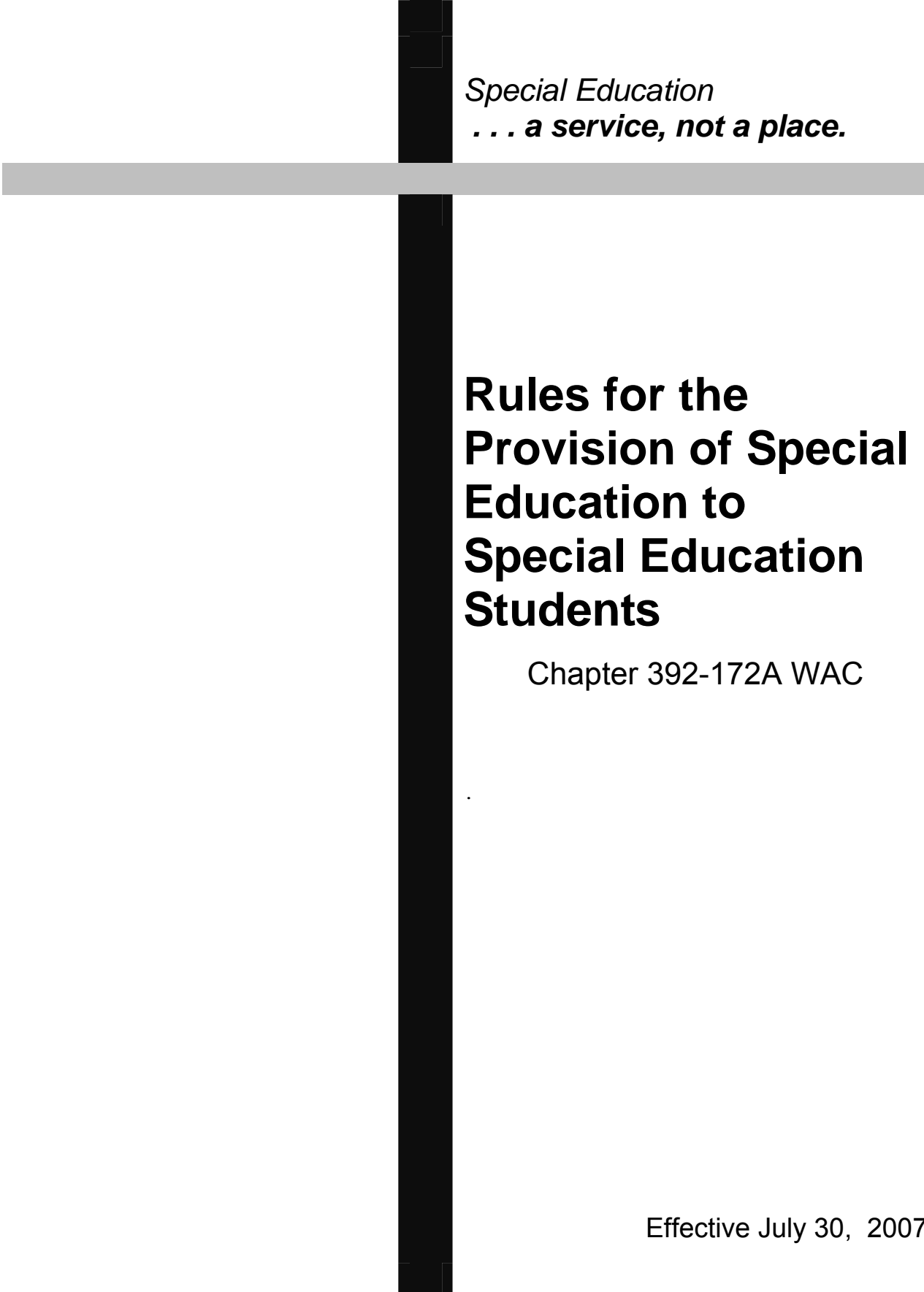
agencies providing or paying for transition services in accordance with § 300.321(b)(3).

- (3) If a child is enrolled, or is going to enroll in a private school that is not located in the LEA of the parent's residence, parental consent must be obtained before any personally identifiable information about the child is released between officials in the LEA where the private school is located and officials in the LEA of the parent's residence.

(Authority: 20 U.S.C. 1412(a)(8); 1417(c))

END OF

IDEA(2004)Regulations
related to Secondary Transition



Special Education
. . . a service, not a place.

**Rules for the
Provision of Special
Education to
Special Education
Students**

Chapter 392-172A WAC

Effective July 30, 2007

State of Washington

**RULES FOR THE PROVISION OF SPECIAL EDUCATION TO
SPECIAL EDUCATION STUDENTS**

Chapter 392-172A WAC

Dr. Terry Bergeson
State Superintendent of Public Instruction

Bob Harmon
Assistant Superintendent
Special Programs and Federal Accountability

Douglas H. Gill, Ed.D.
Director of Special Education

This is a publication of Special Education, Office of Superintendent of Public Instruction (OSPI), and developed under the Individuals with Disabilities Education Act (IDEA) federal grant and may be reprinted without permission.

This material is available in alternate format upon request. Contact Special Education at (360) 725-6075, TTY (360) 586-0126, or speced@k12.wa.us.

The Office of Superintendent of Public Instruction is committed to equal opportunity in all programs, activities and employment, and to full compliance with federal and state laws that prohibit discrimination on the basis of race, ethnicity, national origin, sex, sexual orientation, religion, military status, age or disability.

Effective July 30, 2007

TABLE OF CONTENTS

Washington Administrative Code Authority Table..... i-x

Chapter 392-172A WAC..... 1-140

Appendix A to Part 300--Excess Costs Calculation A-1

Appendix B to Part 300--Proportionate Share CalculationB-1

Appendix C to Part 300--National Instructional Materials Accessibility Standard (NIMAS). .C-1

Appendix D to Part 300--Maintenance of Effort and Early Intervening Services..... D-1

**Washington Administrative Code (WAC) Authority Table
Chapter 392-172A WAC**

WAC 172A	WAC 172	IDEA
392-172A-01000 Authority	392-172-010	None
392-172A-01005 Purposes	392-172-030	300.2 (b)
392-172A-01010 Applicability	392-172-020	300.2
392-172A-01020 Act	None	300.4
392-172-01025 Assistive Technology device	392-172-070	300.5
392-172A-01030 Assistive Technology service	392-172-073	300.6
392-172A-01035 Child with a disability or student eligible for special education	392-172-035(2) and (3), and 392-172- 114 ad 148	300.8
392-172A-01040 Consent	392-172-040	300.9
392-172A-01045 Core Academic subjects	None	300.10
392-172A-01050 Day, Business day, school day	392-172-040(4)	300.11
392-172A-01055 Education service district	None	300.12
392-172A-01060 Elementary or secondary school	None	300.13
392-172A-01065 Equipment	None	300.14
392-172A-01070 evaluation	392-172-040(1)	300.15
392-172A-01075 Excess costs	None	300.16
392-172A-01080 FAPE	392-172-035 (1)	300.17
392-172A-01085 Highly Qualified special education teachers	None	300.18
392-172A-01090 Homeless children	None	300.19
392-172A-01095 Include	None	300.20
392-172A-01100 IEP	None	300.22
392-172A-01105 IEP team	None	300.23
392-172A-01110 Limited English Proficient	None	300.27
392-172A-01115 Local Education Agency or school district	None	300.28
392-172A-01120 Native Language	392-172-040 (5)	300.29
392-172A-01125 Parent	392-172-035(5)	300.30
392-172A-01130 Parent training and information center	None	300.31
392-172A-01135 Part-time enrollment	None	None
392-172A-01140 Personally	392-172-402 (3)	300.32

WAC 172A	WAC 172	IDEA
Identifiable		
392-172A-01145 Private School	None	None
392-172A-01150 Public Agency	392-172-035 (6)	300.33
392-172A-01155 Related Services	392-172-055	300.34
392-172A-01160 Residency or resident student	None	None
392-172A-01165 Scientifically based research	None	300.35
392-172A-01170 Services plan	None	300.37
392-172A-01175 Special Education	392-172-045(1)	300.39
392-172A-01180 State educational agency	None	300.41
392-172A-01185 Supplementary Aids and services	392-172-065	300.42
392-172A-01190 Transition Services	392-172-045 (j)	300.43
392-172A-01195 Universal design	None	300.44
392-172A-01200 Ward of the State	None	300.45
392-172A-02000 Student's rights to a FAPE	392-172-030 and 176	300.101
392-172A-02005 Exceptions to a student's right to FAPE	392-172-030 (2)	300.102
392-172A-02010 Methods of payment for a FAPE	392-172-226	300.103
392-172A-02015 Availability of Assistive Technology	392-172-075	300.105
392-172A-02020 Extended school year services	392-172-163	300-106
392-172A-02025 Nonacademic services	392-172-172 (3)	300.107
392-172A-02030 Physical Education	392-172-162	300.108
392-172A-02035 Program options	392-172-172 (3) last half of section	300.110
392-172A-02040 Child Find	392-172-100	300.111
392-172A-02045 Routine checking of hearing aids and external components of surgically implanted medical devices	392-172-080	300.113
392-172A-02050 LRE	392-172-172 (1) and (2)	300.114
392-172A-02055 Continuum of alternative placements	392-172-174	300.115
392-172A-02060 Placements	392-172-180	300.116
392-172A-02065 Nonacademic	392-172-172 (3)	300.117

WAC 172A	WAC 172	IDEA
settings		
392-172A-02070 Students in public or private institutions	392-172-522	300.118
392-172A-02075 Prohibition on mandatory medication	None	300.174
392-172A-02080 Transition of children from the Part C program to preschool programs	392-172-176	300.124
392-172A-02085 Homeless children	None	300.149 (a) (3)
392-172A-02090 Personnel qualifications	392-172-200 and 202	300.156
392-172A-02095 Transportation	392-172-204	None
392-172A-02100 Home/Hospital Instruction	392-172-218	None
392-172A-03000 Parental Consent for initial evaluation, initial services and reevaluation	392-172-304	300.300
392-172A-03005 Referral and timelines for evaluations	392-172-102, 104, and 106	300.301
392-172A-03010 Screening for instructional purposes is not an evaluation	None	300.302
392-172A-03015 Reevaluation timelines	392-172-182	300.303
392-172A-03020 Evaluation Procedures	392-172-108	300.304
392-172A-03025 Review of existing data for evaluation and reevaluation	393-172-10900	300.305
392-172A-03030 Evaluation before change in eligibility	392-172-10900 and 186 (5) and (6)	300.305
392-172-03035 Evaluation Report	392-172-10905 (3) (a) - (5) (c)	300.305
392-172A-03040 Determination of eligibility	392-172-10905 (1) and (2), and 111	300.306
392-172A-03045 District procedures for specific learning disabilities	392-172-128 (2) introduction	300.307
392-172A-03050 Evaluation Group	392-172-108 (2)(b)	300.308
392-172A-03055 Specific Learning	392-172-128	300.309

WAC 172A	WAC 172	IDEA
Disability determination		
392-172A-03060 Process based on a student's response to scientific research-based instruction	None	300.309 (a)(2)(i) and 311 (a)(7)
392-172A-03065 Use of discrepancy tables for determining severe discrepancy	392-172-130	300.307(b) - State criteria
392-172A-03070 Method for documenting severe discrepancy	392-172-132 (2)(a)	300.307
392-172A-03075 Observation of students suspected of having a specific learning disability	None	300.310
392-172A-03080 Specific documentation for the eligibility determination of students suspected of having specific learning disabilities	392-172-10905 (4)	300.311
392-172A-03090 Definition of individualized education program	392-172-160	300.320
392-172A-03095 IEP Team membership	392-172-153, and 166 (1) - (3)	300.321
392-172A-03100 Parent participation	392-172-15700 (1) - (5)	300.322 and 328
392-172A-03105 When IEP's must be in effect	392-172-156 and 158	300.323
392-172A-03110 Development, review, and revision of IEP	392-172-156 (second half), 15700, 1599, and 160	300.324
392-172A-03115 Educational placements	392-172-15705 (5)	300.327
392-172A-03120 Aversive interventions definition/purpose	392-172-390	None
392-172A-03125 Aversive Interventions prohibitions	392-172-392	None
392-172A-03130 Aversive interventions-Conditions	392-172-394	None
392-172A-03135 Aversive interventions-Individualized education program requirements	392-172-396	None

WAC 172A	WAC 172	IDEA
392-172A-04000 Definition of parentally placed private school students	392-172-232	300.130
392-172A-04005 Child find for parentally placed private school students eligible for special education	None	300.131
392-172A-04010 Provision of services for parentally placed private school students eligible for special education	392-172-23300 and 23605 (4)	300.132
392-172A-04015 Expenditures	392-172-23305	300.133
392-172A-04020 Consultation	392-172-23600	300.134
392-172A-04025 Written Affirmation	None	300.135
392-172A-04030 Compliance with procedures for consultation	392-172-239	300.136
392-172A-04035 Determination of equitable services	392-172-23600	300.137
392-172A-04040 Equitable services provided	392-172-23605	300.138
392-172A-04045 Location of services and transportation	392-172-23610	300.139
392-172A-04050 Due process and state complaints regarding parentally placed students in private school	392-172-239	300.140
392-172A-04055 Requirement that funds not benefit a private school	392-172-246	300.141
392-172A-04060 Use of personnel	392-172-240	300.142
392-172A-04065 Prohibition on the use of separate classes	392-172-244	300.143
392-172A-04070 Property, equipment and supplies	392-172-242	300.144
392-172A-04075 Other service arrangements for students, including students placed in sectarian schools	392-172-241	300.139
392-172A-04080 Applicability and authorization	392-172-219 and 220	300.145

WAC 172A	WAC 172	IDEA
392-172A-04085 Responsibility of the school district	392-172-220	300.146
392-172A-04090 Approval of nonpublic agencies	392-172-222 and 224	300.146
392-172A-04095. Application requirements process for nonpublic agencies	None	300.146
392-172A-04100 Notification on nonpublic agency program changes	None	300.146
392-172A-04105 Suspension revocation or refusal to renew approval	None	300.146
392-172A-04110 State responsibility for nonpublic agency placements	392-172-520	300.147
392-172A-04115 Placement of students when FAPE is at issue	WAC 392-172-230 and 231	300.148
392-172A-05000 Opportunity to examine records - Parent participation in meetings	392-172-105, 15705, and 406	300.501
392-172A-05005 Independent educational evaluation	392-172-150	300.502
392-172A-05010 Prior notice and contents	392-172-302 and 306	300.503
392-172A-05015 Procedural safeguards notice	392-172-306 (2) and (3) and 307	300.504
392-172A-05020 Electronic mail	None	300.505
392-172A-05025 Procedures for filing a complaint	WAC 392-172-324 and 329	300.151
392-172A-05030 Investigation of the complaint and decision	392-172-332 and 338	300.152
392-172A-05035 Citizen complaints and due process hearings	392-172-348	300.153
392-172A-05040 Complaints against OSPI	392-172-344	300.153
392-172A-05045 Informing citizens about complaint procedures	392-172-328	300.153
392-172A-05060 Mediation purpose-availability	392-172-310 and 312	300.506

WAC 172A	WAC 172	IDEA
392-172A-05065 Qualifications and selection of mediators	392-172-313	300.506
392-172A-05070 Resolution of a dispute through mediation	392-172-316	300.506
392-172A-05075 Meeting to encourage mediation	392-172-317	300.506
392-172A-05080 Right to a due process hearing	392-172-350 (1) and 352 (1)	300.507
392-172A-05085 Due Process hearing request filing and response	392-172-350 and 351	300.508
392-172A-05090 Resolution process	None	300.506
392-172A-05095 Administrative law judges	392-172-352	300.511
392-172A-05100 Hearing rights	392-172-354	300.512
392-172A-05105 Hearing decisions	392-172-360 (3)	300.513
392-172A-05110 Timelines and convenience of hearings	392-172-356	300.515
392-172A-05115 Civil Action	392-172-360	300.516
392-172A-05120 Attorney's fees	392-172-362	300.517
392-172A-05125 Student's status during proceedings	392-172-364	300.518
392-172A-05130 Surrogate parents	392-172-308	300.519
392-172A-05135 Transfer of parental rights to the student at the age of majority	392-172-309	300.520
392-172A-05140 Purpose (Discipline)	392-172-370	300.530
392-172A-05145 Authority of school personnel	None	300.530
392-172A-05150 Determination of settings	392-172-381	300.531
392-172A-05155 Change of placement because of disciplinary removals	392-172-373	300.536
392-172A-05160 Appeal of placement decision and manifestation determination	392-172-38415	300.532
392-172A-05165 Placement during an appeal through a hearing process		300.533
392-172A-05170 Protections for students not yet determined	392-172-38410	300.534

WAC 172A	WAC 172	IDEA
eligible for special education and related services		
392-172A-05175 Referral and action by law enforcement and judicial authorities	392-172-385	300.535
392-172A-05180 Definitions- Destruction of records, educational records, participating agency	392-172-402	300.611
392-172A-05185 Notice to parents	392-172-404	300.612
392-172A-05190 Access Rights	392-172-408	300.613
392-172A-05195 Record of access	392-172-410	300.614
392-172A-05200 Records on more than one student	392-172-412	300.615
392-172A-05205 List of records	392-172-414	300.616
392-172A-05210 Fees	392-172-416	300.617
392-172A-05215 Amendment of records and hearing rights	392-172-418	300.618
392-172A-05220 Hearing on a request to amend records	392-172-420	300.621
392-172A-05225 Consent for release of records	392-172-422	300.622
392-172A-05230 Safeguards	392-172-424	300.623
392-172A-05235 Destruction of educational records	392-172-426	300.624
392-172A-05240 Student rights to educational records	392-172-424(1)	300.625
392-172A-05245 District procedures for confidential information	None	300.626
392-172A-06000 Condition of assistance	392-172-580	300.200
392-172A-06005 Consistency with state policies	392-172-583	300.201
392-172A-06010 School district use of funds	392-172-600	300.202
392-172A-06015 Maintenance of effort	392-172-610	300.202
392-172A-06020 Exception to maintenance of effort	392-172-615	300.204
392-172A-06025 Adjustment to local fiscal efforts in certain fiscal years	392-172-620	300.205
392-172A-06030 School-wide	392-172-625	300.206

WAC 172A	WAC 172	IDEA
programs for Title 1 and ESEA		
392-172A-06035 Permissive use of funds	392-172-630	300.208
392-172A-06040 Purchase of instructional materials	None	300.210
392-172A-06045 School district information for OSPI	392-172-580 subsection introduction	300.211
392-172A-06050 Public Information	392-172-588	300.212
392-172A-06055 Records regarding migratory students eligible for special education	None	300.213
392-172A-06060 Exception to prior policies and procedures	392-172-583	300.220
392-172A-06065 Notification of LEA in case of ineligibility	392-172-590 (1) and (2)	300.221
392-172A-06070 School district compliance	392-172-590	300.222
392-172A-06075 Collaborative requests	None	300.223
392-172A-06080 Requirements for establishing eligibility	None	300.224
392-172A-06085 Early Intervening services	None	300.226
392-172A-06090 Direct Services by OSPI	None	300.227
392-172A-06095 State agency eligibility	None	300.228
392-172A-07000 Methods of ensuring services	392-172-502	300.154
392-172A-07005 Students eligible for special education who are covered by public benefits or private insurance	392-172-50300 and 50305	200.154
392-172A-07010 Monitoring and Enforcement	392-172-504	300.600
392-172A-07015 Performance goals and indicators	392-172-57700	300.157 and 601
392-172A-07020 State performance plans and data collection	None	300.601
392-172A-07025 State use of targets and reporting	None	300.602
392-172A-07030 State enforcement	None	300.537
392-172A-07035 Child count	392-172-510	300.645

WAC 172A	WAC 172	IDEA
392-172A-07040 Disproportionality	392-172-511	300.646
392-172A-07045 Suspension and expulsion rates for students eligible for special education	392-172-57900	300.170 and 646
392-172A-07050 State use of funds	392-172-506	300.704
392-172A-07055 State safety net funds for high need students	None	300.704
392-172A-07060 State advisory council	392-172-500	300.167
392-172-07065 Records related to grant funds	392-172-595	None (GEPA requirement)
392-172A-07070 Public participation	392-172-588	300.165

Chapter 392-172A WAC
RULES FOR THE PROVISION OF SPECIAL EDUCATION

GENERAL

392-172A-01000	Authority
392-172A-01005	Purposes
392-172A-01010	Applicability

DEFINITIONS

392-172A-01020	Act
392-172A-01025	Assistive technology device
392-172A-01030	Assistive technology service
392-172A-01035	Child with a disability or student eligible for special education
392-172A-01040	Consent
392-172A-01045	Core academic subjects
392-172A-01050	Day--Business day--School day
392-172A-01055	Educational service district
392-172A-01060	Elementary or secondary school
392-172A-01065	Equipment
392-172A-01070	Evaluation
392-172A-01075	Excess costs
392-172A-01080	Free appropriate public education
392-172A-01085	Highly qualified special education teachers
392-172A-01090	Homeless children
392-172A-01095	Include
392-172A-01100	Individualized education program
392-172A-01105	Individualized education program team
392-172A-01110	Limited English proficient
392-172A-01115	Local educational agency or school district
392-172A-01120	Native language
392-172A-01125	Parent
392-172A-01130	Parent training and information center
392-172A-01135	Part-time enrollment
392-172A-01140	Personally identifiable
392-172A-01145	Private school
392-172A-01150	Public agency
392-172A-01155	Related services
392-172A-01160	Residency or resident student
392-172A-01165	Scientifically based research
392-172A-01170	Services plan
392-172A-01175	Special education
392-172A-01180	State educational agency
392-172A-01185	Supplementary aids and services
392-172A-01190	Transition services

392-172A-01195 Universal design
392-172A-01200 Ward of the state

FAPE REQUIREMENTS

392-172A-02000 Student's rights to a free appropriate public education
392-172A-02005 Exceptions to a student's right to FAPE
392-172A-02010 Methods of payment for FAPE
392-172A-02015 Availability of assistive technology
392-172A-02020 Extended school year services
392-172A-02025 Nonacademic services
392-172A-02030 Physical education
392-172A-02035 Program options
392-172A-02040 Child find
392-172A-02045 Routine checking of hearing aids and external components of surgically implanted medical devices

LEAST RESTRICTIVE ENVIRONMENT

392-172A-02050 Least restrictive environment
392-172A-02055 Continuum of alternative placements
392-172A-02060 Placements
392-172A-02065 Nonacademic settings
392-172A-02070 Students in public or private institutions

OTHER REQUIREMENTS

392-172A-02075 Prohibition on mandatory medication
392-172A-02080 Transition of children from the Part C program to preschool programs
392-172A-02085 Homeless children
392-172A-02090 Personnel qualifications
392-172A-02095 Transportation
392-172A-02100 Home/hospital instruction

EVALUATIONS, ELIGIBILITY DETERMINATIONS, INDIVIDUALIZED EDUCATION PROGRAMS, AND EDUCATIONAL PLACEMENTS

Consent

392-172A-03000 Parental consent for initial evaluations, initial services and reevaluations

Evaluations and Reevaluations

392-172A-03005	Referral and timelines for initial evaluations
392-172A-03010	Screening for instructional purposes is not an evaluation
392-172A-03015	Reevaluation timelines
392-172A-03020	Evaluation procedures
392-172A-03025	Review of existing data for evaluations and reevaluations
392-172A-03030	Evaluations before change in eligibility
392-172A-03035	Evaluation report
392-172A-03040	Determination of eligibility

Additional Procedures for Identifying Students with Specific Learning Disabilities

392-172A-03045	District procedures for specific learning disabilities
392-172A-03050	Additional members of the evaluation group
392-172A-03055	Specific learning disability–Determination
392-172A-03060	Process based on a student's response to scientific research-based intervention
392-172A-03065	Use of discrepancy tables for determining severe discrepancy
392-172A-03070	Method for documenting severe discrepancy
392-172A-03075	Observation of students suspected of having a specific learning disability
392-172A-03080	Specific documentation for the eligibility determination of students suspected of having specific learning disabilities

Individualized Education Programs

392-172A-03090	Definition of individualized education program
392-172A-03095	IEP team membership
392-172A-03100	Parent participation
392-172A-03105	When IEPs must be in effect
392-172A-03110	Development, review, and revision of IEP
392-172A-03115	Educational placements

Aversive Interventions

392-172A-03120	Aversive interventions definition and purpose
392-172A-03125	Aversive intervention prohibitions

392-172A-03130 Aversive interventions--Conditions
392-172A-03135 Aversive interventions--Individualized
education program requirements

STUDENTS IN PRIVATE SCHOOLS

Students Eligible for Special Education Enrolled by Their Parents in Private Schools

392-172A-04000 Definition of parentally placed private
school students
392-172A-04005 Child find for parentally placed private
school students eligible for special
education
392-172A-04010 Provision of services for parentally placed
private school students eligible for special
education
392-172A-04015 Expenditures
392-172A-04020 Consultation
392-172A-04025 Written affirmation
392-172A-04030 Compliance with procedures for consultation
392-172A-04035 Determination of equitable services
392-172A-04040 Equitable services provided
392-172A-04045 Location of services and transportation
392-172A-04050 Due process and state complaints regarding
parentally placed students in a private
school
392-172A-04055 Requirement that funds not benefit a private
school
392-172A-04060 Use of personnel
392-172A-04065 Prohibition on the use of separate classes
392-172A-04070 Property, equipment and supplies
392-172A-04075 Other service arrangements for students,
including students placed in sectarian
schools

Students in Private or Public Schools Placed or Referred by School Districts

392-172A-04080 Applicability and authorization
392-172A-04085 Responsibility of the school district.
392-172A-04090 Approval of nonpublic agencies
392-172A-04095 Application requirements for nonpublic
agency approval
392-172A-04100 Notification of nonpublic agency program
changes
392-172A-04105 Suspension revocation or refusal to renew

approval
392-172A-04110 State responsibility for nonpublic agency
placements

**Students Eligible for Special Education Services
Enrolled by Their Parents in Private Schools When FAPE
is at Issue**

392-172A-04115 Placement of students when FAPE is at issue

SAFEGUARDS

392-172A-05000 Opportunity to examine records--Parent
participation in meetings
392-172A-05005 Independent educational evaluation
392-172A-05010 Prior notice and contents
392-172A-05015 Procedural safeguards notice
392-172A-05020 Electronic mail

State Citizen Complaint Procedures

392-172A-05025 Procedures for filing a complaint
392-172A-05030 Investigation of the complaint and decision
392-172A-05035 Citizen complaints and due process hearings
392-172A-05040 Complaints against OSPI
392-172A-05045 Informing citizens about complaint
procedures

Mediation

392-172A-05060 Mediation purpose--Availability
392-172A-05065 Qualifications and selection of mediators
392-172A-05070 Resolution of a dispute through mediation
392-172A-05075 Meeting to encourage mediation

Due Process Hearing Procedures

392-172A-05080 Right to a due process hearing
392-172A-05085 Due process hearing request filing and
response
392-172A-05090 Resolution process
392-172A-05095 Administrative law judges
392-172A-05100 Hearing rights
392-172A-05105 Hearing decisions
392-172A-05110 Timelines and convenience of hearings
392-172A-05115 Civil action
392-172A-05120 Attorneys' fees

392-172A-05125 Student's status during proceedings
392-172A-05130 Surrogate parents

Transfer of Rights at Age of Majority

392-172A-05135 Transfer of parental rights to the student
at age of majority

Discipline Procedures

392-172A-05140 Purpose
392-172A-05145 Authority of school personnel
392-172A-05150 Determination of setting
392-172A-05155 Change of placement because of disciplinary
removals
392-172A-05160 Appeal of placement decisions and
manifestation determinations
392-172A-05165 Placement during an appeal through a due
process hearing
392-172A-05170 Protections for students not determined
eligible for special education and related
services
392-172A-05175 Referral to and action by law enforcement
and judicial authorities

Confidentiality of Student Information and Educational Records

392-172A-05180 Definitions--Destruction of records,
educational records, participating agency
392-172A-05185 Notice to parents
392-172A-05190 Access rights
392-172A-05195 Record of access
392-172A-05200 Records on more than one student
392-172A-05205 List of records
392-172A-05210 Fees
392-172A-05215 Amendment of records and hearing rights
392-172A-05220 Hearing on a request to amend records
392-172A-05225 Consent for release of records
392-172A-05230 Safeguards
392-172A-05235 Destruction of educational records
392-172A-05240 Student rights to educational records
392-172A-05245 District procedures for confidential
information

SCHOOL DISTRICT AND OTHER PUBLIC AGENCY REQUIREMENTS

FOR PART B FUNDS

392-172A-06000	Condition of assistance
392-172A-06005	Consistency with state policies
392-172A-06010	School district use of funds
392-172A-06015	Maintenance of effort
392-172A-06020	Exception to maintenance of effort
392-172A-06025	Adjustment to local fiscal efforts in certain fiscal years
392-172A-06030	School-wide programs under Title 1 of the ESEA
392-172A-06035	Permissive use of funds
392-172A-06040	Purchase of instructional materials
392-172A-06045	School district information for OSPI
392-172A-06050	Public information
392-172A-06055	Records regarding migratory students eligible for special education
392-172A-06060	Exception for prior policies and procedures
392-172A-06065	Notification of a school district in case of ineligibility
392-172A-06070	School district compliance
392-172A-06075	Collaborative requests
392-172A-06080	Requirements for establishing eligibility
392-172A-06085	Early intervening services
392-172A-06090	Direct services by the OSPI
392-172A-06095	State agency eligibility

STATE PROCEDURES--MONITORING--ENFORCEMENT AND STATE PROGRAM INFORMATION

392-172A-07000	Methods of ensuring services
392-172A-07005	Students eligible for special education who are covered by public benefits or insurance or private insurance

Monitoring

392-172A-07010	Monitoring
----------------	------------

Performance Goals and Indicators--State Performance Plans and Annual Performance Reports

392-172A-07015	Performance goals and indicators
392-172A-07020	State performance plans and data collection
392-172A-07025	State use of targets and reporting
392-172A-07030	State enforcement

**Child Count, Disproportionality, Suspension and
Expulsion**

392-172A-07035 Child count

Suspension and Expulsion and Disproportionality

392-172A-07040 Disproportionality

392-172A-07045 Suspension and expulsion rates for students
eligible for special education

392-172A-07050 State use of funds

392-172A-07055 State safety net fund for high need students

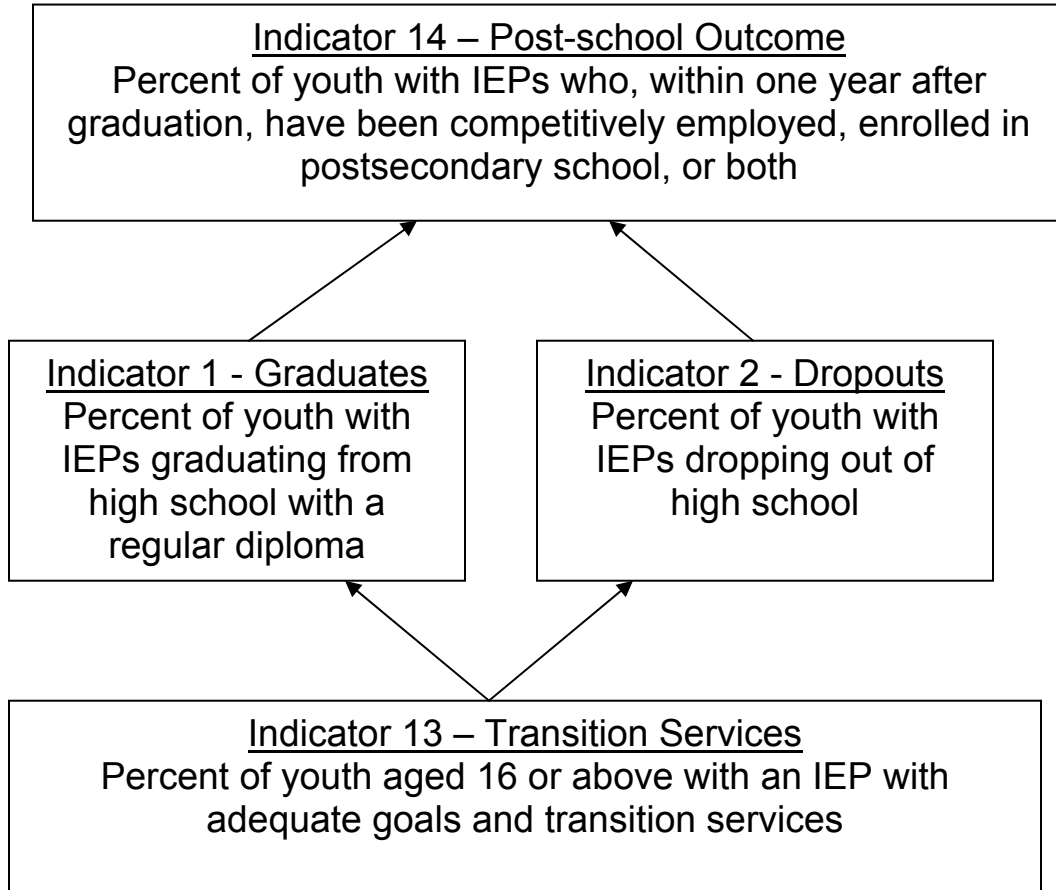
State Advisory Council

392-172A-07060 State advisory council

392-172A-07065 Records related to grant funds

392-172A-07070 Public participation

State Performance Plan (SPP) Blueprint for State and Local Improvement



APPENDIX B

Part B State Performance Plan (SPP) for 2005-2010

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

Baseline Data for FFY 2003 (2003-2004):

School Year	Cohort Group	On-time Cohort Graduation Rate	Annual Dropout Rate	Cohort Dropout Rate	Cohort Continuing Rate
2002-03	Spec Education	50%	7.2%	26%	24%
2003-04	Spec Education	53%	6.9%	26%	21.6%
2002-03	All Students	66%	6.7%	24%	10%
2003-04	All Students	70%	5.8%	21%	8%

Individual district data is available in Attachment 2, Tables 1 and 2 of this document.

Discussion of Baseline Data:

State law (RCW 28A.174.010) requires school districts to account for the educational progress of each of their students in grades 9–12. This requires OSPI to collect a record for each student in grades 9–12. Each year, districts provide information on these students to OSPI on Form P-210, which includes data on the number of students who dropped out, completed school via graduation and other means, transferred out of a school, and the reasons why students dropped out. The reporting period for the P-210 for school year 2003–04 is defined as the first day of school in the fall of 2003 to the day before the first day of school in the fall of 2004. Districts were to report their data to OSPI by October 15, 2004. A total of 249 districts reported 737 schools serving students in at least one high school grade in school year 2003–04. OSPI Bulletin 55-04 provided instructions for completing and filing the P-210.

The data reported on Form P-210 is used for federal accountability purposes as well. To deter schools from discharging or “pushing out” low performing students in order to achieve better test results, the federal *No Child Left Behind Act of 2001* (NCLB) requires the use of graduation rates when determining if a high school has made Adequate Yearly Progress (AYP). This law defines the graduation rate as the percentage of students who graduate in “the standard number of

APPENDIX B

years” (i.e., “on-time”) with a regular diploma. The law requires students who complete their education with a GED to be counted as dropouts. NCLB also requires states to report test and graduation rate data for nine groups of students: the five major racial/ethnic groups, students with disabilities, students with limited English proficiency, students from low-income families, and all students combined. If a group in a high school does not make AYP because of its test results, the group can still make AYP if the group has reduced the percentage of students not meeting standard by at least 10 percent from the previous year and the group has a graduation rate that meets the required AYP target (this alternative method for making AYP is known as “safe harbor”). Otherwise, only the “all students” graduation rate is used when determining AYP.

New Graduation Rate Goals

The state has set new “on-time” graduation rate goals for accountability purposes. In the past, schools and districts needed to have a rate of at least 66 percent to make AYP. This goal was to remain constant at 66 percent through 2013, then rise to 85 percent in 2014. In spring 2005, the state’s Academic Achievement and Accountability (A+) Commission revised the interim goals, requiring a gradual increase in the rate beginning in 2006 until it reaches 85 percent in 2014 (see Figure 1). The goal remains at 85 percent after 2014. If a school’s rate is below the goal but is at least two percentage points above the previous year, the school makes AYP in this indicator. (Previously only a one point gain was needed to make AYP if the rate was below the goal.) These new goals have been approved by the U.S. Department of Education for accountability purposes.

The Commission’s new regulation requires districts and high schools to establish new graduation rate goals by December 15, 2005. These goals must be at least as high as those noted above. The regulation also requires OSPI to report graduation rates for students who finish “after their four academic years.” Thus, this report includes additional data to show the “extended” graduation rate that includes students who have taken longer than four years to graduate.

APPENDIX B

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: 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 student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = # of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals divided by # of youth with an IEP age 16 and above times 100.

Overview of Issue/Description of System or Process:

Post-school data research began in 1998 in Washington State with 31 school districts and 545 special education graduates. This effort has increased in size and participation to the most current study of the 2004 special education graduates which included 219 school districts (82% of all districts in Washington State) and a 78% contact rate (2,962 of 3,818 youth). Data collected from the IEP for may include the post-school goal of employment, post-secondary education, independent living, and agency linkages. Follow-up telephone surveys are conducted with the special education graduates approximately six months after leaving high school to determine outcomes in employment, post-secondary education, independent living, and agency linkages.

Baseline Data for FFY 2004 (2004-2005):

Baseline data include the post-school goals and the post-school outcomes for 2,962 special education youth from the 2004 study. These youth represent 78% of the special education students in 82% of all school districts in Washington State with high school programs.

Post-school Goals:

Post-secondary education: As determined on the IEP for the 2,962 special education students, 66% had the goal of post-secondary education.

Employment: As determined on the IEP for the 2,962 special education students, 68% had the goal of employment.

Independent Living: As determined on the IEP for the 2,962 special education students, 42% indicated "Independent living" as a post-school goal.

Agency Linkages: As determined on the IEP for the 2,962 special education students, 74% identified an agency linkage on the IEP.

Discussion of Baseline Data:

Data is currently collected through the Post School Outcomes Survey. Since this is a newly established indicator, an enhanced system will be implemented through the new monitoring system, which will be piloted in the 2005-06 school year in addition to the Post school Survey. Baseline data will be reported in the February 1, 2007 APR.

APPENDIX B

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Baseline and targets will be set in the APR due 2/1/07.
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities/Timelines/Resources:

Baseline data for Indicator 13 will be collected through the new Washington State outcome-based monitoring system which was approved by OSEP on September 29, 2005. During the pre-visit data collection phase of the monitoring visits, student file selections will include students with disabilities age 16 and above. While on site, monitoring staff will collect data related to coordinated, measurable, annual IEP goals and transition services. During the on-site and post-visit phases of the monitoring, transition IEP data will be analyzed to determine whether these elements will reasonably enable the student to meet the post-secondary goals. This will represent a sampling of districts each year over the six year period of the performance plan.

Baseline data will be established based on an analysis of data collected across all three visit strands (focused, targeted, and routine compliance) gathered through a common file review sampling conducted on-site at the selected districts. The data collection period will coincide with the duration of the pilot study of the new monitoring system between January 1, 2006 and June 30, 2006.

**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)]

Questions	Postsecondary Goals		
	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 <i>after</i> the student graduates from school? <ul style="list-style-type: none"> • If <i>yes</i> 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 <i>yes</i> , 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 <i>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</i> listed in association with meeting the post-secondary goal(s)? If <i>yes</i> , 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: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for this post-secondary goal? Was consent obtained from the parent (or child, for a student of the age of majority)? <ul style="list-style-type: none"> • If <i>yes</i> 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 <i>no</i> 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 <i>yes</i> , 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 <i>yes</i> , 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)			

Instructions for Completing NSTTAC Indicator 13 Checklist

1. Is there a measurable postsecondary goal or goals in this area?

- Find the transition component of the IEP
- Find the postsecondary goal(s) for this student
- If there are measurable postsecondary goals that address (a) *Education* or *Training*, (b) *Employment*, and as needed (c) *Independent Living*, circle Y in each column for #1
- If there is a postsecondary goal that addresses *Education* or *Training* after high school, but it is not measurable, circle N in that column for #1
- If there is not a postsecondary goal that addresses *Education* or *Training*, circle N in that column for #1
- If there is a postsecondary goal that addresses *Employment* after high school, but it is not measurable, circle N in that column for #1
- If there is not a postsecondary goal that addresses *Employment* after high school, circle N
- If there is a postsecondary goal that addresses *Independent Living* after high school, but it is not measurable, circle N in that column for #1
- If there is not a postsecondary goal that addresses *Independent Living* after high school, circle NA for that column for #1
- If there is one measurable postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, circle Y in each column for #1
- If there is one postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, but it is not measurable, circle N for each column for #1

2. Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?

- Find the annual goals, or, for students working toward alternative achievement standards, or states in which short-term objectives are included in the IEP, short-term objectives on the IEP
- For each of the postsecondary goal areas circled Y in question #1, if there is an annual goal or short-term objective included in the IEP that will help the student make progress towards the stated postsecondary goal, circle Y in that column for #2
- For each of the postsecondary goal areas circled Y in question #1, if there is **no** annual goal or short-term objective included in the IEP that will help the student make progress towards the stated postsecondary goal, circle N in that column for #2
- If a postsecondary goal area was addressed in #1, but was not measurable, and an annual goal is included in the IEP that will help the student make progress toward the stated postsecondary goal, circle Y in that column for #2
- If a postsecondary goal area was addressed in #1, but was not measurable, and there is **no** annual goal included in the IEP that will help the student make progress toward the stated postsecondary goal, circle N in that column for #2

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?

- Find where transition services/activities are listed on the IEP
- For each of the postsecondary goal areas circled Y in question #1, if there is (a) instruction, (b) related service(s), (c) community experience(s), (d) development of employment and other post-school adult living objective, (e) if appropriate, acquisition of daily living skill(s), or (f) if appropriate, provision of a functional vocational evaluation listed in association with meeting the postsecondary goal, circle Y in that column for #3
- For each of the postsecondary goal areas circled Y in question #1, if there is **no** type of instruction, related service, community experience, development of employment and other

post-school adult living objective, acquisition of a daily living skill, or functional vocational evaluation listed in association with meeting the postsecondary goal, circle N in the corresponding column for #3

- If a postsecondary goal area was addressed in item #1, but was not measurable and there is a type of transition services listed in association with meeting that postsecondary goal, circle Y in the corresponding column for #3
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** type of transition service listed in association with meeting that postsecondary goal, circle N in the corresponding column for #3

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?

- Find where persons responsible and/or agencies are listed on the IEP
- Are there transition services listed on the IEP that need to be provided or paid for by an outside agency? If yes, continue with next guiding question. If no, circle NA in all columns for #4
- For each of the postsecondary goal areas circled Y in question #1, if **it is too early** to determine if this student will need outside agency involvement, circle NA in the corresponding column in #4
- If parent (or child, when a student has reached the age of majority) consent were obtained to invite outside agency(ies), continue with the next guiding question. If no, circle NA in all columns for #4
- For each of the postsecondary goal areas circled Y in question #1, that requires an outside agency to provide or pay for transition services, is there evidence in the IEP that any of the following were invited to the IEP meeting to discuss transition, **or otherwise involved in the discussion of transition services**: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this postsecondary goal? If yes, circle Y in the corresponding column for #4.
- For each of the postsecondary goal areas circled Y in question #1, that requires an outside agency to provide or pay for transition services, **but no** evidence in the IEP that any of the following were invited to the IEP meeting to discuss transition, **or otherwise involved in the discussion of transition services**: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this postsecondary goal, circle N in the corresponding column for #4
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is evidence that parent/child consented agency(ies) were invited to the IEP meeting to discuss transition, circle Y for the corresponding column in #4
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** evidence that parent/child consented agency(ies) were invited to the IEP meeting to discuss transition, circle N for that item

5. Is there evidence that the measurable postsecondary goals were based on an age-appropriate transition assessment?

- Find where information relates to assessment and the transition component on the IEP (either in the IEP or the student's file)
- For each of the postsecondary goal areas circled Y in question #1, if there is age-appropriate transition assessment information provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle Y the corresponding column for item #5
- For each of the postsecondary goal areas circled Y in question #1, if there is **no** age-appropriate transition assessment information provided on the student's needs, taking into

account strengths, preferences, and interests regarding this postsecondary goal, circle N in the corresponding column for #5

- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is age-appropriate transition assessment information provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle Y the corresponding column for item #5
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is **not** age-appropriate transition assessment information provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N the corresponding column for item #5

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?

- Locate the courses of study (instructional program of study) or list of courses of study in the student's IEP
- Does the course of study (or courses) listed align with the student's identified postsecondary goal(s)? If yes, circle Y. If no, circle N.
- Are the courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goal(s)? If yes, circle Y. If no, circle N.

7. Does the IEP meet the requirements of Indicator 13?

- If all Ys or NAs for each postsecondary goal included in the IEP are circled, then circle **Yes**
- If one or more Ns are circled, then circle **No**

APPENDIX B

Part B State Performance Plan (SPP) for 2005-2010

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = # of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by # of youth assessed who had IEPs and are no longer in secondary school times 100.

Overview of Issue/Description of System or Process:

The questions addressed in Post School Outcomes Survey were determined in 1998 by the members of the project advisory board and enhanced and revised over the years. The data collection procedures consist of a review of the transition portion of the students' Individualized Education Program (IEP), and a telephone survey conducted with either the graduate or a family member of the graduate. The survey probes the current life status of the graduate as well as aspects of the graduate's transition plan. Staff from the participating school districts are trained to conduct the telephone interviews.

Washington State continues researching the post-school status of youth in special education from the initial 1998 study. The most recent 2004 study included over 80% of all school districts in Washington and a contact rate with 78% of the 2004 special education graduates. A major emphasis of this research is to compare the post-school goals identified on the final IEP to the post-school outcomes for these youth after leaving high school. Follow-up telephone surveys are conducted with the special education graduates approximately six months after leaving high school to determine outcomes in employment, post-secondary education, independent living, and agency linkages. Currently data are not collected from those youth that leave high school prior to graduation or aging out at age 21. In 2004, a pilot with one school district did collect data on special education students who left school before graduation or reaching maximum age. The intent of this pilot was to development practices as to how best implement the collection of these data elements from all school districts within the state.

Baseline Data for FFY 2004 (2004-2005):

2004 # Districts Participating	219
2003 # Districts Participating	179
2002 # Districts Participating	134
2001 # Districts Participating	124
2000 # Districts Participating	112
1999 # Districts Participating	27
1998 # Districts Participating	31

APPENDIX B

2004 Washington State post-secondary rate 29.0% 2003 Washington State post-secondary rate 30.0% 2002 Washington State post-secondary rate 33.0% 2001 Washington State post-secondary rate 31.0% 2000 Washington State post-secondary rate 28.0% 1999 Washington State post-secondary rate 30.0% 1998 Washington State post-secondary rate 31.0%	2004 Washington State engagement rate 73.0% 2003 Washington State engagement rate 70.0% 2002 Washington State engagement rate 73.0% 2001 Washington State engagement rate 74.0% 2000 Washington State engagement rate 76.8% 1999 Washington State engagement rate 81.0% 1998 Washington State engagement rate 77.0%
2004 Washington State employment rate 55.0% 2003 Washington State employment rate 53.0% 2002 Washington State employment rate 58.0% 2001 Washington State employment rate 59.0% 2000 Washington State employment rate 65.3% 1999 Washington State employment rate 70.0% 1998 Washington State employment rate 66.0%	2004 Washington State connection rate 46.0% 2003 Washington State connection rate 53.0% 2002 Washington State connection rate 58.0% 2001 Washington State connection rate 56.0% 2000 Washington State connection rate 51.1% 1999 Washington State connection rate 53.4% 1998 Washington State connection rate 33.0%

Post-secondary education: As determined from telephone surveys for the 2,962 special education students, 37% were attending post-secondary education including four-year and two-year universities and college and vocational technical colleges. This includes youth for whom post-secondary education was the post-school goal in addition to those for whom this was not a goal identified on the IEP. Youth with the goal of post-secondary education achieved that goal at a slightly higher rate than the overall rate of attendance at post-secondary institutes; 40% versus 37%. These outcomes were much less positive for youth with the goal of a 4-year university. For students with the goal of a 4-year university program, only 10% are meeting that goal. Youth with the goal of a 2-year of community college are achieving that goal at the rate of 41%.

Employment: As determined from the telephone surveys for the 2,962 special education students, 55% were employed. The average number of hours worked per week was 31 and the average wage per hour was \$8.58. Youth with learning disabilities were employed at a higher rate than youth with mental retardation; males were employed at a higher rate than females. For those youth with the goal of employment, 58% achieved that goal after leaving high school.

Independent Living: For the 42% of youth with the goal of independent living, 74% reported living with their families in the first year after leaving high school. For youth ages 20 to 21, 81% were living with their families.

Agency Linkages: Of the 2,962 youth and families contacted for the follow-up survey 2,122 or 74% identified an agency on the IEP. There is a positive increase in the number of agencies identified on the IEP. In the 1998 study 60% of the IEPs identified agencies; 1999, 54%; 2000, 67%; 2001, 56%; 2002 study, 58%; and the 2003 study, 71%.

APPENDIX C

The Post-School Survey and Data

History: The *Post-School Status Survey of Special Education Graduates* is a follow-up study that has been conducted since 1998 by the Center for Change in Transition Services in collaboration with the Office of Superintendent of Public Instruction. The continuing data collection process established in 1998 provides a database in which to inform statewide and local program improvement in secondary special education. The post-school survey for the 2005 special education graduates included 238 school districts of the 248 districts with high schools (96%). These districts contacted 3180 of the 4070 (78%) special education graduates.

Purpose and Use: 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.

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. 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.

Collection Process: Information is collected from the last IEP and from telephone surveys with the graduates and their families. District personnel collect the information and send it to the Center for Change in Transition Services (CCTS), Seattle University. The data are entered, analyzed and reported to OSPI, districts and posted on the CCTS website (www.seattleu.edu/ccts).

APPENDIX C

The Data Collection

Survey and Data Collection Process: SE Graduates, Aged-out and Dropouts

May/June:	Identify IEP graduates/aged outs/dropouts using State Student ID Complete <i>Student Demographic</i> form with students Identify Post-school Survey team Complete page 1 of the Post-school Survey
October:	Convene the Post-school Survey team to coordinate activities. Identify all SE students grades 9-12 from October 1st count
October-June:	SE team monitors student lists for leavers each month
January:	Complete the Post-school Survey telephone interviews with grads/aged-outs/dropouts (pages 2-3 of the Survey)
February:	Assemble completed surveys and send to the Center for Change
May:	Convene the Post-school Survey team to: Review survey results from the Post-school Report to the district Evaluate the survey process Make changes Prepare for next survey
June:	Identify IEP leavers (graduates, aged-out, dropouts) to be interviewed Complete <i>Student Demographic</i> form with students Identify Post-school Survey team Complete page 1 of the Post-school Survey

APPENDIX C

Preparing for the Post-school Survey Graduates, Aged-outs, Dropouts

Pre-activities

There are some activities that the team or its designee(s) can do to save time and work for the team when it begins the Post-school Surveys.

- Begin the SE Dropout (Leavers) tracking process with the October 1st Count;
- Monitor the SE Leaver List monthly;
- Meet with each graduating student (or age out) prior to graduation to complete the *Student Demographic Form*
 - Interviewers will have current information and multiple methods for contacting graduates;
- Create a master list of SE Leavers using the State Student ID number;
- The team or designee(s) fill out the page 1 of the survey from the final IEP before IEPs are archived;

Confirm the survey team

In late spring or early fall it is beneficial for the Post-school Survey Team to convene and review the participants, process and timelines.

- The team
 - New members – provide training and support
 - Former members – are the right people on the team?
 - Responsibilities – the division of labor
 - Time – review team members' time commitments and responsibilities
- The process
 - Evaluate the process from the previous year
 - Make adjustments to procedures and activities
 - Identify the barriers to completing the surveys
 - Brainstorm solutions to the barriers

APPENDIX C

Student Demographic Form

Teacher information: Post-school data are collected in January for all special education leavers, graduates, dropouts and aged outs. This form can be completed for all students in special education. The information will assist teachers in gathering the information next fall. **This form is for district use only and is not returned to the Center for Change in Transition Services or the Office of the Superintendent of Public Instruction.**

Students or teachers can complete this form; by doing this now you will not have to dig into the archives next fall. You will also have a better chance of reaching the students with this information.

Student's Name: _____

Anticipated Post-school Goal from IEP: _____

Someone from your school will call you next November and ask you questions about your work or school. This information helps your teachers plan their programs. Please provide the following information so that we can reach you:

Home telephone number: _____

Cell phone number: _____

E-mail: _____

Name of parent or guardian at home number: _____

Phone number of someone that will always know where you are and what you are doing (Grandmother, brother or sister, friend): _____

Name and relationship of the person at that number: _____

Name of brother or sister that will be at your high school next year (if applicable):

Name: _____

Phone number: _____

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

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

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.")

<input type="checkbox"/>	(1)	Diploma	<input type="checkbox"/>	(4)	Dropped out
<input type="checkbox"/>	(2)	Aged out	<input type="checkbox"/>	(5)	Other:
<input type="checkbox"/>	(3)	GED			

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

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

<input type="checkbox"/>	(1)	Asian	<input type="checkbox"/>	(5)	Native Hawaiian/Pacific Islander
<input type="checkbox"/>	(2)	Black/African American	<input type="checkbox"/>	(6)	White
<input type="checkbox"/>	(3)	Hispanic/Latino American	<input type="checkbox"/>	(7)	Two or more races
<input type="checkbox"/>	(4)	American Indian/Native Alaskan	<input type="checkbox"/>	(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
03	Orthopedic impairments	06	Mental retardation	09	Hearing impairments	13	Autism
04	Health impairments	07	Multiple disabilities	10	Visual impairments	14	Traumatic brain injury
				11	Deaf-Blindness		

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-i.)

Yes	No		
<input type="checkbox"/>	<input type="checkbox"/>	a.	University/4-year college
<input type="checkbox"/>	<input type="checkbox"/>	b.	Community/2-year college
<input type="checkbox"/>	<input type="checkbox"/>	c.	Vocational/technical college
<input type="checkbox"/>	<input type="checkbox"/>	d.	Other training/education (specify)
<input type="checkbox"/>	<input type="checkbox"/>	e.	Employment (competitive)
<input type="checkbox"/>	<input type="checkbox"/>	f.	Supported employment
<input type="checkbox"/>	<input type="checkbox"/>	g.	Military

Yes	No		
<input type="checkbox"/>	<input type="checkbox"/>	h.	Independent living
<input type="checkbox"/>	<input type="checkbox"/>	i.	Supported living
<input type="checkbox"/>	<input type="checkbox"/>	j.	Other goal (specify)
<input type="checkbox"/>	<input type="checkbox"/>	k.	Left blank on IEP
<input type="checkbox"/>	<input type="checkbox"/>	l.	Goal not determined on IEP

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

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		
<input type="checkbox"/>	<input type="checkbox"/>	a.	Division of Vocational Rehabilitation
<input type="checkbox"/>	<input type="checkbox"/>	b.	Division of Developmental Disabilities
<input type="checkbox"/>	<input type="checkbox"/>	c.	Disability Support Services (college)
<input type="checkbox"/>	<input type="checkbox"/>	d.	WorkSource
<input type="checkbox"/>	<input type="checkbox"/>	e.	Mental health

Yes	No		
<input type="checkbox"/>	<input type="checkbox"/>	f.	Other (<i>specify</i>)
<input type="checkbox"/>	<input type="checkbox"/>	g.	Left blank
<input type="checkbox"/>	<input type="checkbox"/>	h.	Not determined

Telephone Interview

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

13. Interviewer position: (SELECT ONLY ONE.)

<input type="checkbox"/>	(1)	Teacher	<input type="checkbox"/>	(4)	Administrative assistant
<input type="checkbox"/>	(2)	Administrator	<input type="checkbox"/>	(5)	Other:
<input type="checkbox"/>	(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 (If NO, go to Question 17) (3) Don't know

(If YES, record school name and type.)

16a. School Name: _____

16b. Type: (SELECT ONLY ONE.)

<input type="checkbox"/>	(1)	University/4-year college	<input type="checkbox"/>	(6)	Certification program
<input type="checkbox"/>	(2)	Community/2-year college	<input type="checkbox"/>	(7)	Union apprenticeship
<input type="checkbox"/>	(3)	Vocational/technical college	<input type="checkbox"/>	(8)	Other:
<input type="checkbox"/>	(4)	Military			
<input type="checkbox"/>	(5)	Vocational training program	<input type="checkbox"/>	(9)	Don't know

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

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.)*

<input type="checkbox"/>	(1)	University/4-year college	<input type="checkbox"/>	(6)	Certification program
<input type="checkbox"/>	(2)	Community/2-year college	<input type="checkbox"/>	(7)	Union apprenticeship
<input type="checkbox"/>	(3)	Vocational/technical college	<input type="checkbox"/>	(8)	Other:
<input type="checkbox"/>	(4)	Military			
<input type="checkbox"/>	(5)	Vocational training program	<input type="checkbox"/>	(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		
<input type="checkbox"/>	<input type="checkbox"/>	a.	Division of Vocational Rehabilitation
<input type="checkbox"/>	<input type="checkbox"/>	b.	Division of Developmental Disabilities
<input type="checkbox"/>	<input type="checkbox"/>	c.	Disability Support Services (college)
<input type="checkbox"/>	<input type="checkbox"/>	d.	WorkSource
<input type="checkbox"/>	<input type="checkbox"/>	e.	Mental health

Yes	No		
<input type="checkbox"/>	<input type="checkbox"/>	f.	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	g.	Yes, but don't know agency name
<input type="checkbox"/>	<input type="checkbox"/>	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.)*

<input type="checkbox"/>	(1)	Hourly	<input type="checkbox"/>	(3)	Monthly	<input type="checkbox"/>	(5)	Other:
<input type="checkbox"/>	(2)	Weekly	<input type="checkbox"/>	(4)	Annually	<input type="checkbox"/>	(6)	Don't know

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

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.)*

<input type="checkbox"/>	(1)	Hourly	<input type="checkbox"/>	(3)	Monthly	<input type="checkbox"/>	(5)	Other:
<input type="checkbox"/>	(2)	Weekly	<input type="checkbox"/>	(4)	Annually	<input type="checkbox"/>	(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: _____

APPENDIX C
Disseminating the Post-School Report

It is important that the successes of the special education program are known to the district and the community. Areas in need of improvement generate program goals that represent a proactive approach to continuous program improvement. A comprehensive system to disseminate the Post-school Status Report may include:

- The Post-school Survey Team
- Special Education staff and support staff
- Building administration and general education support staff
- District administration
- Local School Board
- The community

<u>PS Survey Team</u>	<ul style="list-style-type: none"> • Each team member participates in the review of the survey results • Each team member is familiar with the details of the results • Team members volunteer to share the results with identified groups
<u>Special Ed staff</u>	<ul style="list-style-type: none"> • Special Ed teachers and paraprofessionals are given an overview of results • The successes and areas of improvement are delineated • Teachers and paraprofessionals participate in identifying processes and/or program changes • Teachers and paraprofessionals participate in initiating changes
<u>Building administration</u>	<ul style="list-style-type: none"> • Present results to principal, assistant principal • Outline successes of graduates and program <ol style="list-style-type: none"> 1. use results as an indicator of student success 2. as compared to state testing • Outline goals generated from areas of needed improvement <ol style="list-style-type: none"> 1. emphasize the proactive approach to program improvement
<u>District administration</u>	<ul style="list-style-type: none"> • Present results to superintendent, assistant superintendent(s), program directors • Outline successes of graduates and program <ol style="list-style-type: none"> 1. use results as an indicator of student success 2. as compared to state testing • Outline goals generated from areas of needed improvement <ol style="list-style-type: none"> 1. emphasize the proactive approach to program improvement 2. outline the supports needed to achieve goals (financial & program)
<u>School Board</u>	<ul style="list-style-type: none"> • Present results to local School Board <ol style="list-style-type: none"> 1. positive outcomes for students with IEPs 2. preparing students with IEPs for “the next step” 3. Post-School Survey results vs. state testing 4. program goals that the survey results have generated
<u>Community</u>	<ul style="list-style-type: none"> • Work with district’s Pubic Information Office to publish survey results in community publications as well as district publications • Present results to parent focus groups • Present results to community task forces for school improvement

APPENDIX D

MEASURABLE POSTSECONDARY GOALS

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, for each special education student beginning at age 16 (or younger, if determined appropriate by the IEP team), and updated annually, the IEP must include:

Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to:

- Postsecondary education/training
- Employment
- Independent living skills, where appropriate,.

34 CFR §300.320(b)(1)(2)

MEASURABLE ANNUAL IEP GOALS

The IEP Team reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved.

34 CFR §300.324(b)(i)

Annual IEP goals contain:

- Timeframe: the amount of time in the goal period;
- Conditions: the manner in which progress is measured;
- Behavior: identifies the performance that is being monitored;
- Criterion: how much, how often, or to what standards the behavior must occur to show that goal has been achieved.

POSTSECONDARY GOALS

[BACK TO CHECKLIST](#)

1: A postsecondary goal is “generally understood to refer to those goals that a child hopes to achieve after leaving secondary school (i.e., high school)” (IDEA 2004 Part B Regulations, §300.320(b), discussion of Final Rule p. 46,668)

A postsecondary goal is not the *process* of pursuing or moving toward a desired outcome.

EXAMPLES

1.2a: This is an example of a **measurable postsecondary goal** in the domain of **education/training**.

Example:

- Upon completion of high school, John will enroll in courses at Ocean County Community College*.
 - This goal meets NSTTAC Indicator 13 (I-13) standards for item #1 for the following reasons:
 - a) Participation in postsecondary education is the focus of this goal.
 - b) Enrollment at a community college can be observed, as in John enrolls in courses or he does not.
 - c) The expectation, or behavior, is explicit, since John enrolls at the community college or he does not.
 - d) Enrollment at a community college occurs after graduation, and it is stated that this goal will occur after graduation.

1.2b: Nonexample:

- Upon graduation, John will continue to learn about life skills and reading.
 - This goal does not meet I-13 standards for item #1 for the following reasons:
 - a) Participation in learning is the focus of this goal, but no specific place or program is specified.
 - b) The expectation for learning, or behavior, is not explicitly stated.

1.2c: This is an example of a **measurable postsecondary goal** for I-13 item #1 on the NSTTAC Indicator 13 Checklist in the domain of **education/training**.

- Allison will obtain a four-year degree from a liberal arts college with major in Child Development**.
 - This goal meets I-13 standards for item #1 for the following reasons:
 - a) Participation in postsecondary education is the focus of this goal.
 - b) Obtaining a degree at a college can be observed, as Allison gets a degree or does not.
 - c) Obtaining a college degree occurs after graduation from high school.

* Note that there would likely be less specificity in the postsecondary goals articulated by younger students, than those in their last years of high school. John’s goal could be made more specific by including a phrase such as “will enroll in the general Associates Degree program at....”

** It is not necessary to specify the student’s major for the goal to be measurable, however, increased specificity in postsecondary goal statements (when the student articulates this information) can improve the relevance of services provided during high school.

1.2d: Nonexample:

- The fall after graduation from high school, Allison plans to enroll in a four-year university in the Southeast.
 - This goal does not meet I-13 standards for item #1 for the following reasons:
 - a) “Plans” does not indicate something that must occur after high school and can be ongoing after exit: “will enroll” would make this a measurable postsecondary goal.

1.2e: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- Upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate.
 - This goal meets I-13 standards for item #1 for the following reasons:
 - a) Participation in training is the focus of this goal.
 - b) Successful completion of a welding certificate can be observed, as in Jamarreo meets the requirements of the coursework or he does not.
 - c) The expectation, or behavior, is explicit, as in Jamarreo attains the certificate or he does not.
 - d) It is stated in this goal that the training will occur after graduation.

1.2f: Nonexample:

- Jamarreo will learn about welding.
 - This goal does not meet I-13 standards for item #1 for the following reasons:
 - a) Learning about welding is not measurable as stated. This goal is not measurable, as no criterion or timeframe is identified.
 - b) The expectation for learning, or behavior, is not explicitly stated.
 - c) It is not stated that the goal will occur after graduation.

1.2g: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Participation in training is the focus of the goal.
 - b) “Participation” is an observable behavior.

1.2h: Nonexample:

- After leaving high school, Rolanda’s family plans for her to receive habilitative training through Medicaid Community Alternatives Program (CAP) services.
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) “Plans” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.

1.2i: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- The fall after high school, Jodi will enroll in courses (non-degree) at Gaston Community College.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Enrolling in courses in a postsecondary education environment is the focus of the goal.
 - b) Enrolling in courses (or not) can be observed.
 - c) The goal will occur after Jodi leaves high school.

1.2j: Nonexample:

- After leaving high school, Jodi wants to take some classes
 - This goal does not meet the I-13 standards for Item#1 for the following reason:
 - a) “Wants” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.

1.2k: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- After high school, Alex will take a business math class at Kings College (a technical school)
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Enrolling in a course in a postsecondary education environment is the focus of the goal.
 - b) This goal corresponds with Alex’s other postsecondary goal of continuing employment (that is highly math skill focused) with a local business.
 - c) This goal reflects Alex’s strengths in the area of math.

1.2l: Nonexample:

- Alex thinks he'll major in math in college
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) The goal is written as a process, rather than an outcome that can be demonstrated.

1.2m: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- After graduation from high school, Lissette will complete the non-degree program at Montgomery County College
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Completing a postsecondary education program is the focus of the goal statement.
 - b) This goal is consistent with Lissette's other employment and independent living postsecondary goals and could support her attainment of her other goals.
 - c) The goal is stated as occurring after Lissette is no longer receiving services in high school.

1.2n: Nonexample:

- Lissette wants to go to college
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) "Wants" is not measurable.
 - b) There is no component of the goal statement that indicates the goal will occur after Lissette's secondary school experience.

1.2o: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- After high school, Jeremy will improve his social, self-advocacy, and self-care skills by attending instruction at a center-based adult program
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Attending a center-based program focused on training is the focus of this goal statement.
 - b) Improving the skills noted is an explicit outcome for Jeremy.
 - c) Improving skills and attending the program are observable goals.

1.2p: Nonexample:

- After high school, Jeremy will need to continue to work on his self-care skills
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) The statement provided is not written as a goal for Jeremy, but as a need that will need to be addressed after high school.

1.2q: This is an example of a **measurable postsecondary goal** in the domain of **education/training**.

Example:

- After graduation, Paulo will participate in training to improve his work skills in his job at a grocery store.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) On-the-job training in a postsecondary environment is the focus of this goal statement.
 - b) Participation in the training is measurable and is stated as an explicit outcome for Paulo.

1.2r: Nonexample:

- After graduation, Paulo will get a job at a grocery store
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) Obtaining employment is not a postsecondary education/training goal.

1.2s: This is an example of a **measurable postsecondary goal** in the domain of **education/training**.

Example:

- Immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times per week at the community college.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Participation in training is the focus of the goal.
 - b) Participating is an observable behavior.

1.2t: Nonexample:

- After leaving high school, Kevin plans to attend courses the local community college.
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) “Plans” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.
 - b) This goal does not state the purpose of attending a community college. Stated in observable terms, this may be a reasonable goal for Kevin if specialized academic, functional, and occupational curricula (e.g., compensatory education) are available at the community college.

1.3a: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- John will work in an on-campus part-time job while in college.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Obtaining employment is the focus of the statement.
 - b) Working part-time is an explicit outcome that can be observed.

- c) The phrase “while in college” indicates that the goal will occur after John has graduated from high school.

1.3b: Nonexample:

- John will attend a job fair on the college campus.
 - This goal statement does not meet I-13 standards for item #1 for the following reasons:
 - a) While “attending a job fair” is measurable, this statement suggests an activity toward a postsecondary goal.
 - b) This activity could occur while John is still in high school.

1.3c: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- After college, Allison will have a career in the field of early childhood education.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) The focus of the goal statement is Allison’s postsecondary employment.
 - b) While this a long-term goal statement, it does indicate an outcome (having a career in a particular field) that can be observed as occurring or not.
 - c) The outcome must occur after high school.
 - d) The goal is supported by Allison’s postsecondary education/training goal.

1.3d: Nonexample:

- Allison hopes to work with young children someday.
 - This goal does not meet I-13 requirements for Item #1 for the following reasons:
 - a) “Hopes” is not a measurable outcome.
 - b) “Work with young children” does not necessarily indicate an employment goal.

1.3e: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- In the future Jamarreo will be a self-employed welder.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) The action will occur after high school.
 - b) The result of this goal is observable (i.e., Jamarreo will or will not be a self-employed welder).

1.3f: Nonexample:

- Jamarreo wants to work as a welder.
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) “Want” is not an outcome.
 - b) This goal statement is not measurable.

1.3g: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- Immediately after graduation, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) It is stated that the goal will occur after graduation from high school.
 - b) The goal is stated measurably: “receive services” and “participate” can be observed as occurring or not, within 1 year of graduation.

1.3h: Nonexample:

- Upon completion of high school, Rolanda will apply for services through vocational rehabilitation to support her participation in a vocational center program.
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) Applying to vocational rehabilitative services is an activity not an outcome.
 - b) This goal is an activity that should be achieved while Rolanda is still in school and does not reflect a postsecondary goal for her employment.

1.3i: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- The summer after leaving high school, Jodi will obtain a part-time position in a community retail environment.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Participation in employment is the focus of this goal.
 - b) Attaining a part-time position in a retail environment can be observed, as in Jodi is hired or she is not.
 - c) The expectation, or behavior, is explicit, as in Jodi either attains the identified position or does not.
 - d) It is stated in this goal that community employment will be sought after graduation.

1.3j: Nonexample:

- Upon graduation from high school, Jodi hopes to improve her vocational skills through work experiences.
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) “Hopes” is not an observable behavior.
 - b) The expectation for learning, or behavior, is not explicitly stated.

1.3k: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- b) After finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.
 - o This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Participation in employment is the focus of this goal.
 - b) Increasing work hours is measurable.
 - c) The expectation, or behavior, is explicit, as in Alex continues employment, or does not and Alex accesses adult agency services monthly (or does not).
 - d) It is stated in this goal that increased employment and use of adult services will occur after Alex leaves high school.

1.3l: Nonexample:

- Alex will work with vocational rehabilitative services to ensure community employment.
 - a) This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) Working with VR is not measurable as stated.
 - b) The expectation for learning, or behavior, is not explicitly stated.
 - c) “Ensure community employment” suggests a process, not an outcome.
 - d) It is not clear that the activities will continue to occur, or will occur after high school.

1.3m: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- After graduation, through the assistance of VR and the staff of the non-degree program, Lissette will obtain part-time employment on campus at MCC that does not interfere with the schedule for her program there.
 - o This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Obtaining part-time employment is observable.
 - b) This employment goal is also consistent with both of Lissette’s postsecondary education and independent living.
 - c) The action will occur after graduation.

1.3n: Nonexample:

- Lissette will get a job.
 - o This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) While “getting a job” is measurable it is unclear that this needs to occur after graduation from high school. Further, Lissette is in her final year of school (i.e., 20 years old), she should have a clearer awareness of her employment future than simply “getting a job”.

1.3o: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- After graduation, Jeremy will be employed part-time in the community with supports.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) The goal statement includes an observable behavior.
 - b) The criterion “with supports” is unnecessary for this to meet the standards for I-13, but provide additional information that may assist in planning and linking Jeremy with services that will support his postsecondary employment goal.

1.3p: Nonexample:

- Jeremy hopes to work at a store near his home part-time after high school.
 - This goal statement does not meet I-13 standards for Item #1 for the following reason:
 - a) “Hopes” is not observable.

1.3q: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- After graduation, Paulo will get a job at a grocery store, where he enjoyed a job-shadowing experience during school.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) The action in the statement is observable.
 - b) The goal statement is focused on postsecondary employment.
 - c) While not required, this postsecondary employment goal statement corresponds to Paulo’s postsecondary education/training goal and is founded on Paulo’s interests (i.e., job-shadowing experience he enjoyed).

1.3r: Nonexample:

- After graduation, Paulo will be referred to Vocational Rehabilitation for assistance with job placement through assessments and temporary supports
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) A referral to vocational rehabilitation is an activity, not a goal.
 - b) A referral to vocational rehabilitation is a transition service that should occur to support a postsecondary employment goal while Paulo is still in school.

1.3s: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- Within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) It is stated that the goal will occur after graduation from high school.

- b) The goal is stated measurably: “obtain” and “work” can be observed as occurring or not, within three months of graduation.

1.3t: Nonexample:

- Upon completion of high school, Kevin will express his preferences related to his postsecondary employment options, given picture symbols and the iTalk2, an augmentative communication device.
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) Expressing preference about employment preferences is an activity. Expressing preference about employment is not an outcome.
 - b) This goal is an activity that should be engaged in with Kevin prior to and throughout secondary transition. It does not reflect a postsecondary goal for his employment.

1.4a: This is an example of a **measurable postsecondary goal** in the domain of **independent living**.

Example:

- Upon completion of high school, Lissette will learn to utilize public transportation, including the public bus and uptown trolley.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Participation in independent living skill development, specifically community participation, is the focus of this goal.
 - b) Use of the bus can be measured, as in Lissette performs the necessary activities or does not perform the activities.
 - c) The expectation, or behavior, is explicit, as in Lissette performs the required activities or she does not.
 - d) It is stated in this goal that the instruction will occur after graduation.

1.4b: Nonexample:

- Lissette will learn to use the bus system.
 - This goal does not meet I-13 standards for item #1 for the following reasons:
 - a) Participation in independent living, specifically community participation, is the focus of this goal.
 - b) The expectation for learning, or behavior, is not explicitly stated.
 - c) It is not stated that the goal will occur after high school.

1.4c: This is an example of a **measurable postsecondary goal** in the domain of **independent living**.

Example:

- Upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.
 - This goal meets I-13 standards for item #1 for the following reasons:

- a) Participation in independent living skill development, specifically residential skills, is the focus of this goal.
- b) Independently preparing for work each day is observable, as in Jeremy performs the necessary activities or does not successfully perform the activities necessary.
- c) The expectation, or behavior, is explicit.
- d) It is stated in this goal that the goal will occur after graduation.

1.4e: This is an example of a **measurable post-secondary goal** in the domain of **independent living**.

Example:

- Upon completion of high school, Paulo will play soccer in a recreational soccer league at the YMCA.
 - This goal meets I-13 standards for item #1 for the following reasons:
 - a) Participation in independent living skill development, specifically community recreational activities, is the focus of this goal.
 - b) Joining a team is observable, as in Paulo joins the team or he does not, as in Paulo either performs the required activities or he does not.
 - c) The expectation, or behavior, is explicit, as in Paulo performs the required activities or he does not.
 - d) It is stated that the goal will occur after graduation.

1.4g – 1.4i: These examples effectively reflect item #1 on the NSTTAC Indicator 13 Checklist, illustrating **measurable postsecondary goals** in the domain of **independent living**.

Example:

- **1.4g:** After graduation Rolanda will live at home and participate to the maximum extent possible in her daily routines (e.g. feeding, dressing, bathing, activating small appliances/media devices, choice making, etc.) and environment through the use of technology.
- **1.4h:** After graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.
- **1.4i:** After graduation Rolanda will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with her regarding needs, wants, and desires.
 - The above goals meet I-13 standards for Item #1 for the following reasons:
 - a) Each goal is focused on Rolanda’s independent living (residential, self-care, community participation, communication skills).
 - b) Each goal is stated in a manner that can be observed (i.e., “will live”, “participate”, “effectively utilize”.
 - c) There are criteria for performing the postsecondary goals that make them explicit and observable.

- d) The goals are stated as outcomes for Rolanda after high school, not activities or processes toward outcomes.

1.4j: Nonexample:

- Rolanda should continue to use her facial expressions as a reliable mode to communicate her preferences as well as practice increasing her communication skills via eye gaze at concrete objects.
 - This goal does not meet I-13 standards for Item #1 on for the following reasons:
 - a) While “using facial expressions” is measurable, it is not a postsecondary outcome, because Rolanda has already developed this skill.
 - b) “Practice increasing” is an activity toward an outcome of effective communication skills.

1.4k – 1.4m: These examples effectively reflect item #1 on the NSTTAC Indicator 13 Checklist, illustrating **measurable postsecondary goals** in the domain of **independent living**.

Example:

- **1.4k:** After graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible.
- **1.4l:** Immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music.
- **1.4m:** After graduation Kevin will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with his regarding needs, wants, and desires.
 - The above goals meet I-13 standards for Item #1 for the following reasons:
 - a) Each goal is focused on Kevin’s independent living (residential, self-care, community participation, communication skills).
 - b) Each goal is stated in a manner that can be observed (i.e., “will live”, “participate”, “effectively utilize”).
 - c) There are criteria for performing the postsecondary goals that make them explicit and observable.
 - d) The goals are stated as outcomes for Kevin after high school, not activities or processes toward outcomes.

1.4n: Nonexample:

- Kevin enjoys watching DVD’s, looking at books, listening to his iPod, watching his younger sister play video games, sitting with family for meals, and making music on his electronic keyboard.
 - This goal does not meet I-13 standards for Item #1 on for the following reasons:
 - a) While this information includes a consideration for Kevin’s preferences and interests, he has already developed this skill.

- b) No timeframe or date is stated for this goal. It is stated as an activity that is currently happening rather than a goal for the future.
- c) “Enjoys” is neither observable nor measurable.
- d) This is a statement of Kevin’s preferences, not what he will do after exiting secondary education.

1.5: It is possible to include the postsecondary areas of education/training, employment, and, if applicable, independent living in one postsecondary goal statement. The following examples illustrate goals that meet the criteria for measurable postsecondary goals for item #1 of the NSTTAC Indicator 13 Checklist in more than one domain.

1.5a: This is an example of a **measurable post-secondary goal** in the domains of **education and employment**.

Example:

- After graduating from high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Enrolling in a four-year college is observable.
 - b) Obtaining an undergraduate degree in history and education is measurable.
 - c) Becoming a high school social studies teacher is also observable.
 - d) The expectation, or behavior, is explicit, as in Jason performs the required activities or he does not, after graduating from high school.
 - e) These goals logically must occur after high school (and it is stated that the goal will occur after graduation).

1.5b: Nonexample:

- Jason will meet the criteria for passing Spanish II, so that he can apply to college where he wants to major in education
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) It occurs before Jason will have left high school.
 - b) “Apply” is an activity or process, not an outcome.

1.5c: This is an example of a **measurable post-secondary goal** in the domains of **education/training, employment, and independent living**.

Example:

- The summer after leaving high school, Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance industrial kitchen skills.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Development of an independent living skill, specifically transportation independence, and participation in on-the job training (employment implied), are the focuses of this goal.

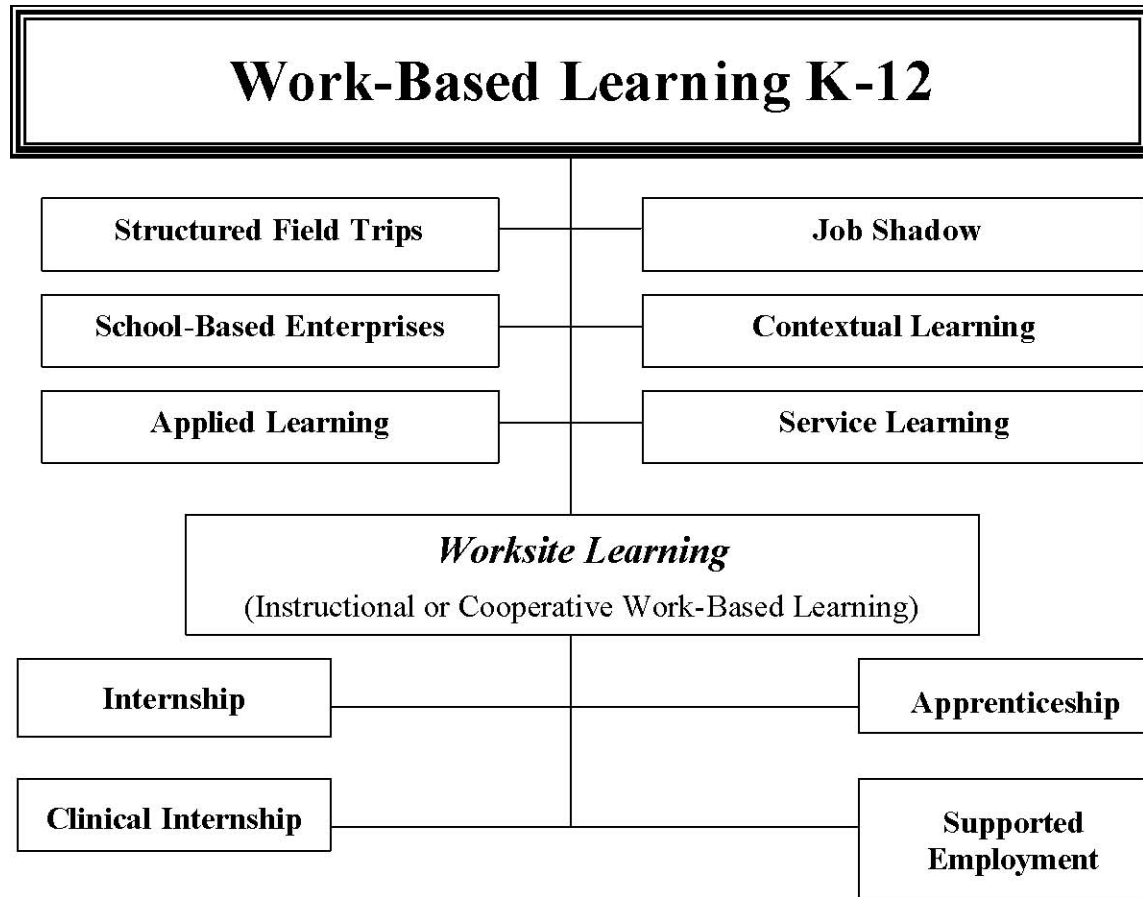
- b) Independently riding the bus is observable, as in Stephanie demonstrates the skill or she does not.
- c) Reporting to her job with Marriot Food Services is also a skill that can be observed.
- d) Participating in employer-offered job skill training will occur in conjunction with Stephanie's employment with Marriot Foods (as she does not need additional job training after high school) and participating in these courses is also observable.
- e) It is stated that the goal will occur after Stephanie exits high school.

1.5d: Nonexample:

- Stephanie wants to get a job in food services and will develop skills to access the county's public transportation system
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) The goal is not measurable as stated.
 - b) Part of the goal as stated (i.e., developing transportation skills) would likely occur while the student was in school.

[BACK TO CHECKLIST](#)

APPENDIX E



Definitions of Major Work-Based Learning Strategies

Structured Field Trips. Specially planned trips provide opportunities for groups of students to explore different workplaces. When students are well prepared beforehand, they ask probing questions about worker’s backgrounds and interests, in addition to questions about the product or service provided and the knowledge of skills required to do the job. Although field trips are generally an exploratory strategy used with younger students, they can be effective with students of all ages.

Job Shadow. Job shadowing is one of the most popular work-based learning activities because it provides students with opportunities to gather information on a wide variety of career possibilities before deciding where they want to focus their attention. Job shadowing is a career exploration activity in which a student follows an employee

APPENDIX E

for one or more days to learn about a particular occupation or industry. Job shadowing can help students explore a range of career opportunities to assist in developing their high school and beyond plans. Classroom exercises conducted prior to and following the job shadow help students connect their experience to their coursework, career pathway, related skills requirements, and future educational options. Characteristics of job shadowing include:

- Varying time commitments from one hour to one full day per student.
- Providing students with a realistic view of a specific job.
- Allowing students to observe employees on the job.
- Allowing students time to ask questions.
- Requiring students to complete related class assignments (journal, focused questions, etc.).

School-Based Enterprises. A school-based enterprise involves goods and services being produced by students as part of their educational program. School-based enterprises typically engage students in the management of a business that may involve the sale of goods for use by others. Enterprises may be undertaken on or off the school site but are always part of the school's educational program.

Contextual Learning. Contextual teaching and learning is a method of teaching and learning that helps teachers relate subject matter content to real-world situations and motivates students to make connections between knowledge and its applications to their lives as family members, citizens and workers, and engage in the hard work that learning requires. Contextual teaching and learning strategies:

- Emphasize problem-solving;
- Recognize the need for teaching and learning to occur in a variety of contexts such as home, community, and worksites;
- Teach students to monitor and direct their own learning so they become self

APPENDIX E

- regulated learners;
- Anchor teaching in student's diverse life contexts;
- Encourage students to learn from each other and together; and employ authentic assessment.

Applied Learning. Applied learning is the process of using all senses to learn and then apply that which was learned in context with real world situations. This would include such activities as role-plays, simulations, and field site activities.

Service Learning. Service learning is a strategy in which students learn and develop through active participation in thoughtfully organized service experiences that:

- Are conducted with a member of the community or community organization;
- Service in the community is tied to academics in the classroom;
- Are coordinated between the schools and the community;
- Are integrated to enhance the student's academic curricula;
- Provide structured time for students to reflect on the service experiences;
- Provide students with opportunities using newly acquired skills and knowledge in real-life situations in their own communities; and
- Enhance what is taught in schools by extending student learning beyond the classroom into the community, thereby fostering the development of a sense of caring for others;
- Youth voice is an essential component of a service learning experience.

What Is Worksite Learning?

Worksite learning is a subset of work-based learning. Worksite learning is a specific type of work-based learning that is typically more intensive than other types of work-based learning that occurs at a community worksite. A worksite learning experience occurs at a qualified worksite outside the classroom in fulfillment of a student's career and educational plans. The worksite learning experience may be either instructional or cooperative. Appropriate worksite placement is coordinated by a Work-Based Learning Coordinator after screening of student's abilities and the worksite's qualifications and adheres to a Worksite Learning Agreement and Worksite Learning Plan.

APPENDIX E

Worksite learning experiences occur at the worksite and are tied to the classroom by curriculum. The curriculum integrates classroom instruction with structured activities at a worksite that are directly related to the pathway goals and objectives and high school and beyond plan. By integrating practical activities at a worksite with academic studies, worksite learning offers students a chance to extend the classroom into a real-world setting. Supervision of worksite learning experiences coordinated by school personnel involves written worksite learning agreements between the school, parents, student and worksite, and written worksite learning plans to be used at the student's worksite.

Student progress in achieving learning plan goals is supervised and evaluated collaboratively by school and worksite personnel. Worksite supervisors help students solve real problems while using appropriate workplace skills and attitudes. Worksite learning experiences may be instructional or cooperative work-based learning experiences; they occur in public, private or nonprofit organizations; may or may not result in academic credit and/or outcome verification; may be paid or non-paid, and involve no obligation on the part of the worksite employer to offer regular employment to the student subsequent to the experience.

Instructional Work-Based Learning. Instructional work-based learning is a learning experience in which a student performs tasks in order to gain desired skills, competencies, qualification, or certification **as an embedded part of a course**. There is an expectation that the student receive direct instruction by an instructor certificated in the subject area in which the student earns credit. Instructional work-based learning experiences are generally non-paid. There will be some exceptions. During instructional

APPENDIX E

work-based learning there is no net increase in productivity or profitability for the business or organization. (WAC 296-125-043(4)). The worksite must comply with all applicable workplace health and safety laws or regulations. Volunteer Worker's Compensation insurance for the student may be purchased by the worksite, business, or organization or the student must be covered by student accident insurance.

Cooperative Work-Based Learning. In cooperative work-based learning, there is an employer/employee relationship. The work performed by the student results in a net increase in productivity or profitability for the business or organization. The worksite must comply with all workplace health and safety laws, minimum wage requirements, and regulations governing employment of minors. Thus, students engaged in cooperative work-based learning experiences will be paid. However, there will be those cooperative work-based learning experiences which will be non-paid, but those are only those experiences in particular non-profit organizations such as in faith-based organizations.

With prior learning through a qualifying course, it is assumed that a student participating in a cooperative work-based learning experience has obtained the entry-level knowledge and skills in a particular career area. **There is no expectation during a cooperative work-based learning experience that students receive direct instruction by a school district certificated instructor.** A skilled employee will provide students with on-the-job training. **Examples of Worksite Learning**

Internships. Internships may be instructional work-based learning or cooperative work-based learning experiences and are usually undertaken by students who are at or near the end of the preparatory academic program. Internships are learning

APPENDIX E

experiences in which a student performs tasks in order to gain desired skills, competencies, qualifications, or certification as part of a high school and beyond plan.

Apprenticeships. Apprenticeships involve planned day-by-day training on the job and experience under proper supervision, combined with required school-based technical and academic studies in subjects related to the occupation. All apprentices must be trained under the standards approved by the Washington State Apprenticeship and Training Council and each individual must be registered with the apprenticeship division of the Department of Labor and Industries.

Clinical Experiences. Clinical experiences (or internships) can be either instructional work-based learning or cooperative work-based learning experiences that are an integral component of a state-approved CTE health care training program or state-certified nursing training program in which the student obtains job-related experience to develop program competencies, qualification, and/or certification. This learning experience usually occurs during the regular school day.

Supported Employment. Supported employment requires on-site supervision by trained personnel or employees of the business who receive training and support from school personnel in working with students with significant disabilities. Supported employment may take place in a variety of settings, including food service, industrial, or medical. Students with significant disabilities have the opportunity to learn skills in the setting in which the skills are typically used. Unlike many CTE models, supported employment is a place/train/support model rather than a train/place/support model.

APPENDIX E

The following graphic titled *The Two Types of Worksite Learning* outlines components of worksite learning opportunities as they pertain to exploratory and preparatory classes.

THE TWO TYPES OF WORKSITE LEARNING: INSTRUCTIONAL WBL AND COOPERATIVE WBL

Instructional Work-Based Learning

- May be embedded component of an **Exploratory** or a **Preparatory** course
- 180 hours of Instructional Work-Based Learning = 1 credit
- FTE 1:1
- 1 formal evaluation every 30 hours/6 times per 180 hours
- Paid or Non-Paid

-AND-

Cooperative Work-Based Learning

- Requires a “Qualifying Class” which may be **Exploratory** or **Preparatory**
- 360 hours of Cooperative Work-Based Learning = 1 credit
- FTE 2:1
- 2 visits per transcribed grading period
- New Worksite Learning Plan **required** every 180 hours
- Paid or Non-Paid

Qualifying Class* – a course related to the cooperative work-based learning experience and student career goals, that is taken *concurrently* with the worksite learning experience. It is acceptable for cooperative work-based learning to take place in a school term subsequent to the qualifying class.

Embedded Work-Based Learning Experience* – i.e. internships, clinical experiences, etc. that are an integral part of the exploratory course or preparatory program.

Instructional Work-Based Learning* – is embedded within an approved CTE exploratory course or preparatory program.

Formal Evaluation* – includes a face-to-face visit by the coordinator related to objectives outlined in the Work-Based Learning Plan.

Cooperative Work-Based Learning* – requires fewer formal evaluations by the Work-Based Learning Coordinator and would include evaluations by the Worksite Supervisor. Students may complete more than one work-based learning experience, but there must be a *new Work-Based Learning Plan* for each unit of 180 hours (.5 credit).

MEETING THE NEEDS OF STUDENTS FROM SPECIAL POPULATIONS

As a Work-Based Learning Coordinator, there are many things to consider when working with various individuals. It is important to provide opportunities that will enhance their success in the workplace. Some challenges can be addressed prior to their initial placement while others will need to be addressed as the individuals are working/training at the worksite. Some of these considerations are listed below:

- Allow for additional time and effort to match training requirements with student abilities;
- Provide for more on-site supervision and assistance when initially placing a student on a job site;
- Provide reasonable accommodation and strategy information to each business--this will enhance student success;
- Provide information to the employer about student health conditions, behavioral issues, and physical concerns;
- Provide transportation to and from the worksite or facilitate a community transportation plan that will allow for independence;
- The Work-Based Learning Coordinator must be aware that some individuals are susceptible to harassment or abuse from co-workers in the workplace and provide training and opportunities on how to address these situations.

Assessment of the Worksite Environment

Before students are placed on worksites in the community, it is important to closely evaluate each worksite. The coordinator should visit the site; talk with supervisors or management regarding employment barriers, application procedures, and the individual workstation. This needs to be in conjunction with the site qualification necessary for all Work-Based Learning Coordinators when facilitating any student work placement.

A complete job analysis needs to be performed at this time. A job analysis specifies the job tasks, environmental conditions, and the social/behavioral skills necessary for success on the job. This allows appropriate matching of a student's abilities with the specific duties of the job. It is a time to determine whether any

accommodation(s) are necessary, as well. This will also provide assurance to the employer that the student is capable of performing the specific tasks of the worksite.

When evaluating the worksite, it is necessary to look closely at the organizational structure of the business. Businesses differ in their physical environments, management methods, communication, job design, employee training, and employee evaluation. Also, understand the effect that these will have on individuals with special needs. A Work-based Learning Coordinator may want to work with the business to change some of their methods in order to better accommodate student's needs or possibly find a more appropriate job match to enhance the student's abilities.

The President's Committee on Employment of People with Disabilities provides guidelines for appropriate job analysis. These guidelines include:

- The intellectual skills needed for a training site, such as reading, writing, math computation, reasoning and problem solving;
- The work hazards of a training site including noise, air pollution, ventilation, toxic materials, and mobility requirements;
- The specific tools, machinery, and equipment that are used including the necessary dexterity a student needs;
- The physical demands including walking, stooping, bending, reaching, lifting, standing, and carrying;
- The social and behavioral skills necessary to work with others specific to the training situation; and
- The stress, stamina, and endurance required to perform the specific job tasks at the training site.

It is important to recognize that a low work performance rate may not necessarily mean that the student cannot perform the specific job tasks or is possibly misplaced. The coordinator must further analyze the organizational structure of the business to determine if the training and evaluation methods are interfering with the individual's productivity.

Evaluating the Student

Frequent, informal assessments are necessary (in addition to required formal evaluations) to evaluate the progress of individuals with special needs at the worksite. It is important to evaluate the students in relation to the SCANS skills as well as evaluating the job specific skills at the worksite. Many students are very capable of performing the specific job skills, but the focus may need to be on social and emotional competence.

Work-Based Learning and Behavior Management

A community-based worksite is often a positive experience for students who may have some difficulty in the general school situation. Students who have behavioral and emotional difficulties should have a plan of assistance that addresses behavioral issues that might develop at the worksite. A Plan of Assistance/Behavioral Plan is a set of procedures that address the inappropriate behaviors in the workplace. This plan should be developed prior to the student's placement or employment and should assist the student in maintaining appropriate behavior at the worksite. This plan should be shared with the student, worksite supervisor, and school district personnel and should include:

- An outline of the student's rights and responsibilities;
- A list of the employer's rules and regulations;
- A review of the consequences and termination procedures;
- A statement of the expected appropriate worksite behavior;
- A description of the inappropriate behavior(s) at the worksite;
- The specific consequences for the inappropriate work behaviors;
- A statement describing remediation and corrective strategies;
- A behavioral evaluation method and time limit; and
- Signature of the student, worksite supervisor, parent, and Work-Based Learning Coordinator.

If inappropriate work behaviors continue, termination of the worksite learning experience may occur. These terms for termination must be specific in this behavioral plan of assistance. Hopefully, this plan will be an effective method for dealing with and preventing behavioral problems during the worksite learning experience. This plan can assist students in becoming productive and successful employees. Further information from your district's risk management coordinator may be necessary.

Instructional Strategies for Worksite Learning for Special Needs Students

Strategies for worksite learning may apply to a wide range of students with special needs. Some students may have multiple disabilities and benefit from a variety of strategies. These need to be determined on an individual basis. Many of the strategies that are used in a school-based setting can be applied to the worksite learning situation as well. It is important that the strategies appropriate to the student be shared with worksite supervisors and with co-workers/natural supports that work directly with the student(s).

Special Populations Students - *The term 'special populations' means:*

- (A) *individuals with disabilities;*
- (B) *individuals from economically disadvantaged families, including foster children;*
- (C) *individuals preparing for nontraditional training and employment;*
- (D) *single parents, including single pregnant women;*
- (E) *displaced homemakers; and*
- (F) *individuals with other barriers to educational achievement, including individuals with limited English proficiency.*

NOTE: This definition was expanded from the former version of the Carl Perkins law by including single parents and single pregnant women and those individuals preparing for nontraditional career fields.

- Assist students when filling out forms and applications
- Maintain awareness of attendance and punctuality
- Review employment policies and rules on a consistent basis
- Demonstrate sensitivity to students' financial or educational needs
- Evaluate transportation needs to and from worksite

- Allow additional time to complete some tasks
- Have workers repeat instructions for understanding
- Use multi-sensory strategies when presenting new information (oral, written, and demonstration)
- Provided step-by-step instructions when teaching new tasks
- Use adaptive technology and materials as needed

English Language Learners/Limited English Proficiency (ELL/LEP) -

The term 'English Language Learners/Limited English Proficiency' means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and-

- (A) *whose native language is a language other than English; or*
- (B) *who lives in a family or community environment in which a language other than English is the dominant language.*

- Determine the language skills needed for the worksite/position
- Provide list of vocabulary specific to the worksite
- Make sure that instructions and directions are brief and specific; paraphrase or demonstrate for further understanding
- Demonstrate instructions/directions instead of repeating instructions
- Use trainers of the same gender
- Provide interpreter who understands the student's language to explain safety rules
- Provide interpreter who understands the student's language to explain employer rules, regulations, and including dress code, punctuality, attendance, etc.
- Check for understanding of job skills; use demonstration frequently
- Provide practice and training opportunities prior to beginning the job
- Assistance will be needed in completing forms and applications
- Criticism or correction should be done in a private place

Learning Disabilities

- Students should demonstrate or "show" their competence rather than telling you about it
- Determine the student's preferred learning style(s) and provide worksite information to the student in that modality
- Review company rules and policies with students on a regular basis
- Break job tasks into smaller units and present information in a step-by-step manner
- Use multi-sensory strategies when presenting new information (oral, written, and demonstration)
- Write or draw diagrams of instructions
- Have the worker repeat directions to ensure understanding
- Avoid noises and distractions when giving instructions or during demonstrations

- Provide performance feedback on a consistent basis—daily or weekly
- Make sure that you have the worker's attention (eye contact) when giving important information
- Provide written material in print or type when possible—cursive writing is difficult to read
- Allow the worker to tape record lectures, instructions, and training sessions.
- Allow extra time to learn new tasks
- Avoid pressuring the worker to meet deadlines
- Provide access to adaptive technology and materials as needed

Attention Deficit Disorder

- Limit work station/environment distractions or noises
- Review employment rules and regulations in advance of worksite learning placement and review on a frequent basis
- Provide students the opportunity to move around and take frequent breaks
- Work routine needs to be structured with a planned daily schedule
- Workstations should be facing away from motion or activity
- Students would benefit by working with a positive role model
- Instructions should be firm and direct in nature
- Use multi-sensory strategies when providing instructions (verbal, written and demonstration)
- Use verbal praise and rewards for positive work productivity

Developmental Disabilities

- Introduce job task changes slowly (one step at a time) and provide training and practice
- Provide instructions with direct questions or sentences—don't use abstract terms
- Have worker repeat instructions/directions to ensure understanding
- Identify natural supports/co-workers to assist with any questions or concerns as needed
- Use a "buddy" system for emergencies
- Provide feedback to the student trainee frequently—praise the worker often
- Evaluate progress on a regular basis—more frequently to evaluate progress
- Review training steps and procedures frequently
- Work schedules and payroll information should be practiced frequently
- Arrange the workstation to avoid distractions
- Introduce change in work tasks slowly with advance notice
- Use multi-sensory approach when teaching or explaining new material or job tasks (written, verbal, and demonstration)
- Use adaptive technology and materials as needed
- Use a pictorial/written task sheet of daily job responsibilities

Physically Challenged

- Make sure an emergency evacuation plan is in place
- Make sure that the workstation is accessible and safe for the student
- Desks, tables, and workstations should be raised for improved access
- Laptops or trays for transporting of goods and materials may need to be provided
- Evaluation of the worksite is necessary with reasonable accommodations and supports provided
- If speech is difficult to understand, it is OK to ask them to repeat what was said—avoid speaking for them
- Let worker be independent—offer assistance only if needed
- The wheelchair is the worker's personal space, so don't lean or hang on the wheelchair
- Divide or separate tasks to avoid fatigue
- Provide adaptive technology and materials as needed

Health Impairments

- Epilepsy—Make sure that employees understand the concerns/strategies
- Heart condition—Evaluate physical demands and stress in the worksite
- Diabetes—Allow for a flexible work schedule with breaks for medication, walks or rest
- Kidney problems—Provide more sedentary work with reduced physical demands
- Stroke—Provide opportunities to allow writing or communication devices if speech is difficult to understand
- Hemophilia—Avoid dangerous or hazardous situations for safety and jobs lower in stress with regular rest periods
- Asthma—Evaluate work environment for fumes, toxic materials, dust, gasses, and appropriate room temperature. Frequent rest periods are needed with light physical work
- Develop a plan for emergencies and evacuation at the worksite
- Provide adaptive technology and materials as needed

Hearing Impairment

- Provide employee awareness training regarding deaf and hearing impaired
- Face the student during conversation adding gestures and facial expressions
- Provide performance feedback on a daily or weekly basis
- Written checklist of daily job tasks would be beneficial
- Use visual charts to explain directions or instructions at the worksite
- Paper/pencil should be made available for communication if an employer has difficulty understanding the deaf/hearing-impaired student
- Provide access to T.D.D. communication devices
- Use interpreters during training, interviews, demonstrations or instructions

- Avoid background noise during training, instructions, or important conversations
- When using an interpreter, speak to the employee, not the interpreter
- Get the workers attention before beginning to speak—tap on the shoulder or position yourself in front of the individual
- Use "yes" or "no" questions if the person has a hard time understanding your message
- Provide emergency evacuation procedures

Speech/Language Impaired

- Provide or develop job tasks that require few verbal cues/responses
- Directions and instructions should be explained in a step-by-step manner
- Employee should repeat instructions to determine level of understanding
- Provide pictorial representation for communication with employee (communication wallet)
- Training opportunities with limited interpersonal skills should be considered
- Use assistive communication devices or adaptive technology as needed
- Avoid asking questions that requires complex answers
- For those who stutter—listen to them and give them a chance to express concerns; do not talk for them

Visual Impairments

- Make sure worksite is safe with the identification of physical barriers and obstacles
- Provide time for orientation and mobility training in new work environment prior to employment and training
- Notify employee when changes have been made in worksite facilities including movement of desks, cabinets, etc.
- Provide access to adaptive technology and materials as needed
- Provide opportunities for student to use written/Braille notes to ask questions or provide information.
- Information manuals and training packets should be taped or in Braille
- Give verbal notices rather than posting meetings, changes, assignments and other important information
- Use descriptive words when giving directions
- Identify yourself to the worker or tap them on the shoulder whenever speaking—don't assume they know your voice
- Allow the worker to use large handwriting when writing notes or filling out forms
- Provide emergency evacuation plan

Mental Illness

- Write instructions down and use demonstration to explain
- Allow additional time to complete more detailed tasks

- Arrange the workstation with few distractions
- Allow the worker to work alone if appropriate
- Introduce changes in the workplace slowly—minimal changes are best
- Maintain communication with the employee's counselor and personal physician
- Provide education to co-workers about mental illness
- Allow time for adequate rest breaks and time for medications
- Encourage worker to discuss personal problems with professionals—do not try to assist on your own
- Provide readers or tape recorders should the employee have problems with concentration
- Provide access to adaptive technology and materials as needed

Role of the Job Coach and Natural Supports

In the past, the role of a job coach was viewed largely as a supporter of the employee with significant disabilities. The job coach's purpose was defined either by design or default dependent upon the independence of the employee. As the further development of natural supports has evolved, job coaches have become facilitators of working environments. The role or job description of the job coach has become one of supporting the environment and supporting co-workers rather than simply supporting the employee with disabilities. Job coaches have become consultants to business in designing jobs and in problem solving. The role of the job coach in each district may vary dependent upon the structure of the programs supporting individuals with special needs. It is important that training opportunities be provided to job coaches so that they can develop the skills necessary for student success. Job coaches are also representative of the school settings and must demonstrate a professional attitude. They are frequently the strongest connection between the business and school communities.

Natural supports have emerged as a representation of the inclusion of employees with disabilities in the same employment training and support structure that

benefit other employees in the workforce. Natural supports play an important role as part of the follow-along support necessary for employee success and independence in the workplace. Natural supports are usually discussed in terms of either strategies or support systems. They are defined as formal (dedicated) and informal (voluntary) resources such as policies, practices and instrumental aid that serve as mechanisms for sustaining the employment viability of all workers, including disabled workers, to varying degrees. The natural support strategies or systems that are developed do not necessarily begin or end at the job site. A variety of resources including financial, interpersonal, transportation, etc. are developed to assist the employee to and from work. Without this "indivisible" system of support, the success of the individual in the workplace can be greatly compromised. The nature and amount of support necessary varies greatly from employee to employee.

For more resources on assisting students with special needs in the workplace, refer to the appendix.

APPENDIX E

Insurance Requirements for Worksite Learning Experiences

There have been many questions raised regarding the various insurance(s) requirements for worksite learning experiences. The following is an attempt to clarify what types of insurance coverage is needed by each party.

1. **School District General Liability Insurance** is insurance coverage, which is provided by a governmental entity self-insured pool or a commercial insurance company to a school district. This coverage provides indemnity and defense against claims of negligence on behalf of its employees/volunteers while working within the course and scope of their duties. Always excluded are criminal and intentional acts. Students are not covered by school district liability insurance.
2. **Business Owner's General Liability Insurance** is insurance coverage by a commercial insurance company, which provides indemnity and defense for negligent acts of its employees/volunteers while working within the course and scope of their duties. Always excluded are criminal and intentional acts. Students in cooperative work-based learning or instructional worksite learning experiences are covered for their negligent acts while acting as an agent of the employer.
3. **Students participating in nonpaid learning experiences should have medical or accident insurance, which will provide coverage in the event of an injury at the worksite. At least one of the following insurance coverages should be required.**
 - **Student Accident Insurance**
 - ExcelServ student accident insurance is available for purchase by students/parents, which provides medical coverage for injuries sustained during worksite learning experiences. School districts can place group coverage for all students, but must charge the cost back to the parents in the form of a fee.
 - Some school districts have student accident coverage free of charge if participating in the ExcelServ program by virtue of membership in insurance pools. Check with your district risk manager.
 - **Student Volunteer Worker's Compensation**
 - The business owner can provide medical-only (no indemnity as there are no lost wages) volunteer worker's compensation insurance through the Washington State Department of Labor and Industries. This coverage is an inexpensive (approximately 3 cents per hour) way for a business to provide medical coverage for student injuries sustained at the worksite during a nonpaid work-based learning experience.
 - **Student Medical Insurance**
 - Students may be covered for medical insurance by their parent's policy.
 - Students may be covered by the State Department of Social and Health Services Benefits for low-income families.

Special Education
... a service, not a place.

Graduation Decisions: Considerations for Students Eligible for Special Education

A Resource Guidebook For IEP Teams



Dr. Terry Bergeson
State Superintendent of
Public Instruction

October 2007

Graduation Decisions:

Considerations for Students Eligible for Special Education

Prepared by
Brian Jeffries, Senior Policy Advisor

Governmental Relations
Office of Superintendent of Public Instruction

Dr. Terry Bergeson
Superintendent of Public Instruction

Cathy Davidson
Chief of Staff

Dr. Joseph L. Willhoft
Assistant Superintendent, Assessment and Student Information

Dr. Douglas H. Gill
Director, Special Education

October 2007

APPENDIX F

Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

For more information about the contents
of this document, please contact:
Catherine Taylor, OSPI
E-mail: Catherine.taylor@k12.wa.us
Phone: 360.725.6061

To order more copies of this document,
please call 1-888-59-LEARN (1-888-595-3276)
or visit our Web site at <http://www.k12.wa.us/publications>

Please refer to the document number below for quicker service:
07-0031

This document is available online at:
www.k12.wa.us/SpecialEd/publications.aspx and
www.k12.wa.us/assessment/AlternativeAssessment/Resources.aspx

This material is available in alternative format upon request.
Contact the Resource Center at (888) 595-3276, TTY (360) 664-3631.

Purpose

The purpose of this resource is to provide information to Individualized Education Program (IEP)¹ teams regarding: (1) assessments available to students eligible for special education; (2) high school graduation requirements; and (3) determinations of appropriate graduation dates for students eligible for special education.

Because IEPs are designed individually based on unique educational needs, this is a resource that offers considerations for IEP teams when making decisions regarding graduation for students eligible for special education.

¹ See Appendix C for the Washington Administrative Code (WAC 392-172A-03090) that defines Individualized Education Programs

APPENDIX F

Table of Contents

Purpose.....	1
Introduction	2
Certificate of Academic Achievement.....	4
Certificate of Individual Achievement	6
High School Graduation	8
Making Graduation Decisions for Students Eligible for Special Education	10
Appendix A.....	13
Appendix B.....	15
Appendix C.....	17
Appendix D.....	19
Appendix E.....	22
Appendix F	26

Purpose

The purpose of this resource is to provide information to Individualized Education Program (IEP)¹ teams regarding: (1) assessments available to students eligible for special education; (2) high school graduation requirements; and (3) determinations of appropriate graduation dates for students eligible for special education.

Because IEPs are designed individually based on unique educational needs, this is a resource that offers considerations for IEP teams when making decisions regarding graduation for students eligible for special education.

¹ See Appendix C for the Washington Administrative Code (WAC 392-172A-03090) that defines Individualized Education Programs

Introduction

Transition services are part of a student's Individualized Education Program (IEP) that is in effect when the student turns 16. Therefore, transition planning must be an integral part of student's IEP at the secondary level. 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 identify the course of study necessary for the student to achieve his or her postsecondary goals. The course of study for almost all secondary students to achieve their postsecondary goals includes graduation from high school with a regular high school diploma. To graduate from high school in Washington, all students, including students eligible for special education, must participate in state-mandated assessment(s).

Two federal laws, the Individuals with Disabilities Education Improvement Act (IDEA) and the No Child Left Behind Act (NCLB), require that **ALL** public school students participate in statewide assessments, including students with disabilities and English language learners (ELL). To meet federal testing requirements, all students in Grades 3-8 and once in high school (grade 10 in Washington State) must be assessed in reading and mathematics. For most students, the Washington Assessment of Student Learning (WASL) will be the most appropriate assessment to meet federal testing requirements.

Individualized Education Program (IEP) teams have the authority to determine the most appropriate way for students eligible for special education to participate in statewide assessments. These determinations are often made during the annual IEP team meeting. Parents and guardians are part of their child's IEP team and help make these decisions. The following are the options available to students eligible for special education that meet the federal testing requirements for NCLB:

- **WASL with or without accommodations**
- **Washington Alternate Assessment System (WAAS-Portfolio)**

While IDEA and NCLB require the participation of students with disabilities in statewide assessments, neither law requires that the statewide assessments noted above be used for graduation purposes. Washington State law provides IEP teams the responsibility of determining appropriate assessments for graduation for students eligible for special education. In addition to the assessments noted above, several other options are available to students eligible for special education, all of which meet state graduation testing requirements. These options are described in more detail below. They include:

- **College Admission and Advanced Placement Tests**
- **Collection of Evidence (COE)**
- **WASL/Grades Comparison**
- **WASL-Basic (Level 2 Cut-Score)**
- **Developmentally Appropriate WASL (WAAS-DAW)**
- **Locally Determined Assessment System**

Prior to action taken by the 2007 Washington State Legislature, students in the graduating class of 2008 were to be the first required to earn a Certificate of Academic Achievement (CAA)² or a Certificate of Individual Achievement (CIA) in order to graduate from a public high school. To earn a CAA, students need to meet state grade-level academic content standards (Essential Academic Learning Requirements – EALRs and the Grade Level Expectations – GLEs) on the high school WASL in reading, writing, and mathematics or on one of the CAA Options (detailed below). To earn a CIA, students eligible for special education programs are assessed with measures other than the high school WASL *and* meet alternate or modified achievement standards determined by the IEP team. This will result in a regular high school diploma, if students meet all other high school graduation requirements.

² Appendix E provides the RCW (RCW 28A.655.061) that defines the Certificate of Academic Achievement

Certificate of Academic Achievement

The 2007 Legislature delayed the requirement for the CAA until the graduating class of 2013. However, students may still earn a CAA by meeting state standards in reading, writing, and mathematics. The graduation requirements for students in the classes of 2008–2012 still includes meeting standards in reading and writing and continued efforts (WASL retakes) to meet standards in mathematics. Additional credits in mathematics are required to graduate when the student does not meet state standards.

Students eligible for special education, like all students, should have every reasonable opportunity to earn a CAA. Many students eligible for special education have the ability to meet state academic content standards set at achievement standards (cut-scores on the WASL) that are appropriate for all students. Therefore, IEP teams should consider carefully before deciding that a student eligible for special education should work toward earning a CIA.

To earn a CAA, students (as previously mentioned) must meet standard on the high school WASL in reading, writing, and mathematics. Students, including students eligible for special education, have alternative assessment options, besides the high school WASL, available to them to meet the CAA. The legislatively-approved alternative options, the CAA Options, have content that is aligned to and comparable in rigor to the high school WASL. Students must take the high school WASL at least once prior to using one of the CAA Options. The CAA Options include the use of college admission and Advanced Placement (AP) test scores, a collection of evidence, and a WASL/grades comparison as described below:

College Admission and Advanced Placement Test Scores

This option allows a student to meet standards if they earn specified scores on the SAT, PSAT (mathematics only and prior to September 1, 2008), ACT, or on selected AP tests.

The minimum scores for mathematics have been adopted by the State Board of Education for the PSAT, SAT, and ACT (PSAT-Math = 47, SAT-Math = 470, ACT-Math = 19). SAT and ACT reading and writing scores are required to be adopted by the State Board of Education by December 1, 2007. As soon as these scores are adopted, they will be available at: www.k12.wa.us/assessment/CAAoptions/Equivalency.aspx.

Students also may meet the high school standard by achieving a score of three or higher on specified AP examinations. Exams that may be used are:

- For mathematics: AP-Calculus or AP-Statistics;
- For writing: AP-English Language and Composition;
- For reading: AP-English Literature and Composition, AP-Macroeconomics, AP-Microeconomics, AP-Psychology, AP-United States History, AP-World History, AP-United States Government and Politics, or AP-Comparative Government and Politics.

Eligibility: Students, including students eligible for special education, must take the WASL test at least once and earn a valid scale score. Scores from the PSAT, SAT, ACT, or AP tests may be used whether the student took the college admission or advanced placement tests before or after taking the WASL.

Collection of Evidence

The Collection of Evidence (COE) option allows students to compile a set of classroom work samples with the assistance of one or more teachers. This option may be used for meeting the reading, writing, and/or mathematics standards. The work samples for the COE must be completed under teacher supervision and follow state guidelines. Guidelines stipulate the number of classroom work samples that must be completed and the skills students must demonstrate in their work for each subject area. Each student collection is scored at the state level by a panel of trained Washington educators. The COE is designed to assess the same knowledge and skills as is assessed on the high school WASL tests. To meet standard, students must demonstrate work that represents a level of difficulty “comparable in rigor” to meeting standard on the WASL.

Eligibility: Students, including students eligible for special education, who take the WASL once and do not meet standard in one or more content areas are eligible to work on a COE as long as attendance and remediation requirements in their Student Learning Plans have been met. [NOTE: *Some students eligible for special education would need a Student Learning Plan in addition to the IEP, if the IEP does not address specially designed instruction in content areas in which the student did not meet standard on the WASL.*] Upon local district determination, students may be waived from the attendance/remediation requirement for special or unavoidable circumstances.

WASL/Grades Comparison

The WASL/Grades Comparison option compares a student’s grades in mathematics courses and/or English-Language Arts courses with the grades of students who took the same courses AND met the standard on the WASL. There must be six or more students in the comparison cohort.

Eligibility: Students, including students eligible for special education, who take the WASL once and do not meet standard in one or more content areas are eligible to use the WASL/Grades Comparison as long as attendance and remediation requirements in their Student Learning Plans have been met. [NOTE: *Some students eligible for special education would need a Student Learning Plan in addition to the IEP, if the IEP does not address specially designed instruction in content areas in which the student did not meet standard on the WASL.*] In addition, students must be in their senior year and have a cumulative grade point average (GPA) (in all subjects) of 3.2 or higher. Students may be waived from the attendance/remediation requirement for special or unavoidable circumstances.

For more information on all of the CAA Options, visit <http://www.k12.wa.us/assessment/CAAoptions/default.aspx>.

Accommodations

Students eligible for special education have access to accommodations on the high school WASL and all of the CAA Options consistent with their IEPs. [NOTE: *The College Board and ACT, Inc. may have different accommodations available to students for the college admissions and AP tests than students have available on the WASL tests. IEP teams should contact the College Board and/or ACT, Inc. before determining appropriate accommodations for these tests.*] OSPI develops guidelines for school teams to consider when determining appropriate assessment accommodations on statewide assessments for special populations, including students eligible for special education.

This document, *2007-2008 WASL Accommodation Guidelines*, can be found at:

[http://www.k12.wa.us/assessment/pubdocs/2007-](http://www.k12.wa.us/assessment/pubdocs/2007-2008WASLAccommodationGuidelines.pdf)

[2008WASLAccommodationGuidelines.pdf](http://www.k12.wa.us/assessment/pubdocs/2007-2008WASLAccommodationGuidelines.pdf). The guidelines identify allowable accommodations for students eligible for special education and students with Section 504 plans and include specific guidance to decisions made by IEP teams relative to students eligible for special education participating in the WASL.³ Students eligible for special education who meet state standards on the WASL reading, writing, and mathematics tests and/or one of the CAA Options, even with accommodations, are awarded a Certificate of Academic Achievement (CAA). The use of assessment accommodations does not change the achievement standards on these assessments and, thus, does not affect the recognition that students have met standard and are awarded a CAA. Appendix B summarizes the accommodations available to all students and to students with disabilities based on their IEPs or the Section 504 Plans.

Certificate of Individual Achievement

Students eligible for special education who are not appropriately assessed on the WASL or one of the CAA Options, even with accommodations, may earn a Certificate of Individual Achievement (CIA)⁴. The high school proficiency standards on WASL tests and/or one or more of the CAA Options may not be appropriate for some students eligible for special education because the content assessed on the high school WASL is not aligned with the skills and abilities of these students, as determined by their IEPs. In other words, high school WASL performance at Level 3 and/or one of the CAA Options may not provide such students with a valid and/or reliable assessment of their skills and abilities. When an IEP team has determined that the CIA is more appropriate than the CAA for a student eligible for special education, the IEP team has acknowledged that the student needs alternate or modified achievement standards and, thus, an alternate assessment or assessment system. The CIA provides recognition that a student eligible for special education has achieved alternate or modified achievement standards rather than the achievement standards appropriate for all students.

³ *2007-2008 WASL Accommodation Guidelines for English language learners* will be available in October, 2007.

⁴ Appendix F provides the RCW (RCW 28A.155.045) that defines the Certificate of Individual Achievement.

The CIA is available ONLY for students eligible for special education who have IEPs. *Students with a Section 504 Plan and English language learners are not eligible for a CIA.* The IEP team, which includes a student's parents or guardians, decides which assessment is most appropriate, based on the student's skills and abilities in each content area. The most appropriate assessment may vary by content area. These decisions, as well as any decisions about accommodations for students eligible for special education are made during annual IEP team meetings. If the IEP team agrees, decisions can be made at a meeting closer to the testing period where amendments to the IEP may be made. All decisions must be documented in the student's IEP. The following assessment options that could result in the award of a CIA are available to students eligible for special education:

- **WASL-Basic (Level 2 cut score).** Students take the high school WASL. The IEP teams adjust passing from proficient (Level 3) to basic (Level 2). Assessment accommodations, if any, must be consistent with the student's IEP.
- **Developmentally Appropriate WASL (WAAS-DAW).** Students eligible for special education may use the WAAS-DAW to meet the state's graduation requirement. The IEP teams choose the appropriate grade level of WASL for each content area. This option is available in grades 11 and 12 ONLY. The option is not available to students in other grades because every effort should be made to help students attain on-grade level achievement standards. WAAS-DAW does not meet federal testing requirements and only applies to earning a CIA and a regular high school diploma.
- **Washington Alternate Assessment System (WAAS-Portfolio).** Students with significant cognitive disabilities show their knowledge and skills through a collection of their work. Details about how to compose a WAAS-Portfolio are given at: <http://www.k12.wa.us/assessment/AlternativeAssessment/Portfolio.aspx>
- **Locally Determined Assessment System (LDAS).** If, in the judgment of the IEP team, the student cannot (1) meet proficiency in reading, writing, and/or mathematics on the WASL, even with accommodations, (2) meet a modified achievement standard on the WASL-Basic, (3) meet standard on the WAAS-Portfolio, or (4) meet standard for one or more WAAS-DAW grade level tests, the IEP team may instead determine that a combination of locally established measures is most appropriate to use to measure skills identified in the IEP. Examples of assessments or an assessment system an IEP team might locally determine are:
 - Commercially available achievement tests
 - Classroom-Based Assessments
 - End-of-course assessments

Table 1 summarizes the options available for students eligible for special education for NCLB and high school graduation, the CIA and the CAA.

Table 1: Assessment Options Currently Available for Students with Disabilities

Assessment	NCLB	High School Graduation	Type of High School Certificate
WASL			
• Without accommodations	√	√	CAA
• With accommodations	√	√	CAA
• Level 2 (Basic) cut score, without accommodations		√	CIA
• Level 2 (Basic) cut score, with accommodations		√	CIA
WAAS Portfolio	√ (1%)	√	CIA
WAAS-DAW		√	CIA
Locally Determined Assessment System		√	CIA
Collection of Evidence (COE)		√	CAA
SAT, ACT, AP Test Scores		√	CAA
WASL/Grades Comparison		√	CAA

High School Graduation

High School Graduation Requirements

In 2000, the State Board of Education approved four new statewide graduation requirements to take effect with the graduating class of 2008. Appendix D provides the Washington Administrative Code (WAC 180-51-061) regarding Washington State minimum graduation requirements.

The graduation class of 2008 was chosen because it is the first class educated with the state's academic content standards since kindergarten. Together, the requirements are designed to ensure that every public high school student graduates with the following fundamental skills:

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; earth, physical and life sciences; civics and history; geography; the 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**.

In addition to any local graduation requirements, all students, including students in special education programs, must complete four statewide requirements:

1. **High School and Beyond Plan.** Students develop a plan for meeting the high school graduation requirements and for connecting successfully to their next steps in life. A student's plan should include the classes needed in preparation for a 2- or 4-year college or university, certificate program, or the workforce. Students eligible for special education can meet this requirement with the transition component of their IEP.
2. **Credit Requirements.** Students pass a required number of classes and earn at least 19 total credits in English, mathematics, science (including one lab), social studies, health and fitness, visual or performing arts, occupational education and electives. Most school districts expect students to go above and beyond the state's required 19 credits. The current high school graduation credit requirements can be found at <http://www.sbe.wa.gov/gradreq/credits.htm>. Local school boards are required to adopt policies and procedures to exempt a student eligible for special education from any of these credit requirements if any credit 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 disability [WAC 180-51-115].
3. **Complete a Culminating Project.** This integrated learning project helps students understand the connection between school and the real world. Some samples include a portfolio collection, studying topics of interest, engaging in meaningful career internships, or developing in-depth projects to name a few. Some schools have students present their findings, for example, in a research paper, through a multi-media presentation to peers or to a school/community panel.
4. **Demonstrate proficiency on the state's reading, writing and mathematics standards.** Students who demonstrate proficiency of the reading, writing and mathematics standards on the WASL and/or one or more CAA Options will earn Certificate of Academic Achievement (CAA). Until 2013, students can earn a diploma without a CAA if they demonstrate proficiency in reading and writing and continue to earn additional mathematics credit(s) – or career and technical course equivalents – and annually retake the high school WASL. More information on the additional math credit requirements can be found at <http://www.k12.wa.us/Resources/pubdocs/2007/GradFAQ6-4.doc>.

Students eligible for special education who meet alternate or modified achievement standards may earn a Certificate of Individual Achievement (CIA). Until 2013, students eligible for special education can earn a diploma without a CIA if they meet alternate standards in reading and writing through one of the CIA assessment options and continue to earn additional mathematics credit(s) – or

career and technical course equivalents – and annually retake the appropriate assessment for students eligible for special education.

Expected Graduation Year (EGY)

When all students first enter 9th grade, an expected graduation year is determined. This expected graduation year is four years from the year students first enter 9th grade. This EGY may not be changed except in two instances detailed below. Students' high school graduation requirements are determined by the date they first enter 9th grade.

Graduation requirements remain the same for the student for that established year regardless of whether the student graduates early or needs more than four years to graduate [WAC 180-51-035(1)(a) and (b)]. For example, if a student entered 9th grade in 2003, an EGY would be set for 2007. The student's graduation requirements would include ONLY those requirements in place for the graduating class of 2007, regardless of whether the student graduates in 2007 or 2008 or even 2006.

When students eligible for special education first enter high school, careful development of the IEP is essential. The IEP team may consider the EGY for a student eligible for special education to take longer than four years; therefore, a more appropriate EGY should be determined and reported to OSPI. Individual students' EGY gets reported to the OSPI through the Core Student Records System (CSRS).

Changes to the EGY for students eligible for special education MUST be made by the IEP team on a case-by-case basis by the time the student reaches age 16. Students whose EGY is reassigned beyond four years will be included in the cohort of students that match the new EGY. The graduation status of these students will then be included in that cohort's AYP graduation calculation and not the chronological age/grade cohort.

The expected graduation year can be changed for all students under one other condition. If a student transfers into a district after the beginning of 9th grade, the student's EGY should be re-assigned based on the entering school district's policy for assigning grade level status, typically either the student's chronological age or credits earned. The year can be different than the student's original EGY from the sending district or state. Students who transfer from one school to another within a district may not have their EGY changed.

Making Graduation Decisions for Students Eligible for Special Education

A critical IEP review is needed following the results of the high school WASL testing in the spring of the sophomore year. For example, if the IEP team determined that the high school WASL with an accommodation was the most appropriate assessment but the results of the WASL show that the student did not meet proficiency, other information must be collected and/or considered in making decisions about the upcoming year's assessment. The IEP team may determine the most appropriate assessment for that student is to reach a Level 2 (WASL-Basic) on the WASL rather than a Level 3. This adjustment should never be made lightly. A collection of data and an analysis of the student's disability and performance must be discussed among the experts that make up

the IEP team. An adjustment decision must be made for reading, writing, and mathematics separately. This might include changes in annual goals and classroom accommodations so that the student will be successful in the upcoming statewide assessment. If with this example, the student takes the WASL again in 11th grade and passes the WASL in specified content areas at a level 2 or higher, that graduation requirement is now met and the student can continue to work on meeting the other graduation requirements, such as the Culminating Project and the High School and Beyond Plan.

IEP teams, in making determinations regarding high school graduation, should consider the academic content standards and other knowledge and skills students will need to successfully transition from high school to college and/or the workplace. Only then can they fairly consider the most appropriate assessment. The goal of transition planning for students eligible for special education should be on the students' self-identified postsecondary goals and should address the knowledge and skills students need to successfully transition to life after graduation.

Also, particular care must be taken by the IEP team in regard to the CIA options and Locally Determined Assessment System (LDAS) options. To the extent possible, all students should have an opportunity to demonstrate their proficiency via one of the state assessments. To determine which CAA or CIA option is most appropriate for the student, teachers should give students a chance to do activities similar to those represented by the CAA and CIA options. For example, a teacher could give the student released items or a practice test from a lower grade level WASL to see how the student responds. A teacher could gather examples of the students' classroom work and help the student develop a Collection of Evidence showing the student's proficiency. Even high functioning students with cognitive disabilities can use the WAAS-Portfolio to meet the graduation requirement. Like any specially designed instruction, students eligible for special education should have the assessment options that are most closely aligned to the state academic content and achievement standards, to the general curriculum, and to general assessments used by students without disabilities. ***Of all of the CIA options, the LDAS options are potentially the most specialized of all the assessment options for students eligible for special education. The LDAS options may only be used after the student has taken a statewide assessment in high school at least once and should only be selected when IEP teams determine that none of the available state options are appropriate for the student.***

Summary

If a student eligible for special education does not meet the proficiency score on the high school WASL in one or more content areas, even with accommodations, the IEP team should consider one of the CAA Options. If on-grade level proficiency is not an appropriate expectation for the student, the IEP team should consider WASL-Basic, WAAS-DAW, or the WAAS Portfolio, which are set to alternate or modified achievement standards. If none of these options is appropriate for the student in one or more content areas, the IEP team can opt for a Locally Determined Assessment System. To do so, the IEP team must determine other methods that the student can use to demonstrate his

or her own levels of proficiency on the Essential Academic Learning Requirements (EALRs) and the Grade Level Expectations (GLEs) in each content area. These individual levels of proficiency are based on the level identified through the IEP process for the purpose of earning a regular high school diploma. Multiple evaluation methods are recommended when choosing locally established assessments. Appendix A provides an Assessment Decision Framework for IEP Teams. This framework should be used to review the assessment options for students eligible for special education so that IEP teams can select the most appropriate combination of assessments for each individual student.

Appendix A—Assessment Decision Framework for IEP Teams

Decision Framework for IEP Teams to Use When Choosing Assessment Methods, by Type of Method and Student Educational Characteristics

Prerequisite Considerations

- **Has the student had access to grade-level content?**
- **Has the student had evidence-based instruction?**
- **Was instruction by a highly qualified teacher?**

If the answer to any of these questions is “No”, then address these prerequisites and continue to apply grade-level achievement standards. Then evaluate response to intervention.

If the answer to all three questions is “Yes”, then consider the methods and questions below.

Questions to Consider	Assessment Recommendation				
	Method 1. General Assessment (WASL)	Method 2. General Assessment with Accommodations (WASL)	Method 3. Alternate Assessment, Grade-Level Achievement (COE, WASL/GPA, AP, SAT, ACT)	Method 4. Assessment, Modified Achievement (WASL-Basic, WAAS-DAW, WAAS Portfolio, LDAS)	Method 5. Alternate Assessment, Alternate Achievement (WAAS Portfolio)
Question 1: In what way does the student access the general curriculum?	Shows progress in the full scope and complexity of the grade-level curriculum but may not yet be on grade level.			Does not show grade-level achievement; needs changes in complexity and scope of curriculum to show progress in grade-level content.	Due to significant cognitive disabilities (e.g., memory, transfer of learning), needs extensive prioritization within grade-level content.
Question 2: What has been this student’s response to academic interventions?	Responds to grade-level instruction but may not yet be on grade level.			Academic problems persist despite appropriate and intensive instruction; multiple years behind grade-level expectations.	Requires ongoing systematic instruction to learn prioritized skills; needs to focus on critical essence of content.
Question 3: How does this student interact with text?	On or near grade level in reading.			Needs controlled vocabulary/ reduced reading level; may also need text reader.	Needs key words, pictures, and auditory cues embedded in adapted or controlled text; may need text reader to use these cues; may have some emerging reading skills.

Questions to Consider	Assessment Recommendation				
	Method 1. General Assessment	Method 2. General Assessment with Accommodations	Method 3. Alternate Assessment, Grade-Level Achievement	Method 4. Assessment, Modified Achievement	Method 5. Alternate Assessment, Alternate Achievement
Question 4: To perform or participate meaningfully and productively in the general education curriculum, does the student need supports that change the complexity or cognitive demand of the material?	None needed.	Needs accommodation.	Needs modified presentations and responses but still on grade level content.	Needs supports that reduce complexity or breadth of assessment items, such as aids that reduce judgment needed to do task or teacher scaffolding during assessment.	Needs extensive supports, such as simplified symbol system, peer model or motivation through choice making to retrieve an appropriate response.
Question 5: What inferences can be made about the student's generalization and/or transfer of learning?	Shows transfer of learning to the extent expected for the grade level during ongoing instruction.			Transfer of learning is more limited in scope than grade level; may only transfer to similar or familiar content or contexts.	Needs systematic instruction to generalize; because generalization is especially challenging during instruction, should not be assumed unless assessed.

Appendix B—Accommodations Checklist for Special Populations

Accommodations Available for all Students

These accommodations are available to all students taking WASL, with or without an IEP or Section 504 Plan.

SCHEDULING
Extended time
<ul style="list-style-type: none">• Assessment for students in Grades 3-8 occurs at a time of day best suited for the student.• Assessment for students in Grade 3-8 may be administered across the entire testing window.
Frequent breaks during a test section:
<ul style="list-style-type: none">• Breaks of 15 minutes or less may be given at predetermined intervals or after completion of assignments, tests, or activities.• Individual breaks when needed.
SETTING
Provide good lighting and ventilation, a comfortable room temperature, and as much freedom as possible from noise, traffic, and other interruptions.
Provide comfortable chairs and tables set at an appropriate height with sufficient room for materials.
Make sure that all needed materials, equipment, and tools are available and in good condition.
Change a student's location within a room.
Provide individual or small group testing for students who are easily distracted.
Use physically enclosed classrooms (classrooms with four walls) rather than open classrooms.
Provide study carrels for students who are easily distracted.
Offer noise buffers such as earphones, earplugs, or headphones that are not connected to any audio device.
PRESENTATION
Reread assessment directions verbatim.
Allow the student to read the directions aloud long as it does not distract other students.
Direct students to underline or mark assessment directions with a No. 2 pencil.
Audio-record the directions for the student.
Provide assessment directions in student's primary language, including signing (SEE or ASL).
Use tools to adjust color backgrounds like overlays.
RESPONSE
Provide an abacus and other manipulatives for students on the tools day of the mathematics test.
Provide the student with No. 2 pencil adapted in size or grip.
Provide assistance in turning pages, handling booklets, etc.
Provide student a strip of heavy paper to assist in tracking.

Accommodations Available to Students with Disabilities

DO NOT USE THIS LIST TO MAKE ACCOMMODATIONS DECISIONS FOR ANY STUDENT.

The **2007-2008 Accommodations Guidelines** are used by Section 504 Plan and IEP teams to select WASL accommodations for each student (<http://www.k12.wa.us/assessment/altassess.aspx>).

Before a test session begins, proctors and district assessment coordinators must check with the coordinator for each student's IEP or Section 504 Plan to determine what accommodations are to be provided. Assessment accommodations will be documented in the student's IEP or 504 Plan. Note that students are likely to have different accommodations for different content areas.

SCHEDULING
Assessment is administered at a time of day best suited for the student.
Students may take tests over multiple days—completing one section each day. This accommodation is available at high school; however, all tests must be administered within the testing window.
SETTING
A separate testing location is available if the student uses a human reader, plays audio-recordings without headphones, reads directions and items aloud, uses speech-to-text software, or uses text-to-speech software without earphones.
Headphones may be used if the student plays audio-recordings or uses speech-to-text software.
A specific location may be used if the student needs special equipment, a room with specific conditions, or a room with easy access for assistive technology.
PRESENTATION
Braille or large print editions of the assessment.
Low vision devices such as magnifiers, closed circuit TV (CCTV), and other tools familiar to students.
Tools to modify text backgrounds or display printed material with image enhancements on the screen.
Sign language including American Sign Language (ASL) or Signing Exact English (SEE). Interpreters use the method of signing that is familiar to the student. Signers must not paraphrase, clarify, elaborate, or provide assistance.
Audio amplification devices to increase clarity of orally presented information.
Audio CD with oral presentation of mathematics, science, and writing directions and items.
Audio CD with oral presentation of reading passages and items (High School ONLY!).
Text-to-speech software that allows students to listen to text as it is displayed on a computer screen.
RESPONSE
Calculation devices including abacus, calculator, arithmetic table, manipulative, number chart.
Specialized computer software to generate graphics required by mathematics and science tests. All computer generated graphics must be transcribed VERBATIM into a regular test booklet.
Spelling and grammar devices such as electronic dictionaries, thesauruses, and/or spelling devices on any test for which the Section 504 Plan or IEP stipulates their use.
Speech-to-text software to generate responses to items including writing prompts. All responses generated using speech-to-text software must be transcribed VERBATIM into a regular test booklet.
Scribes who write down what a student dictates via an assistive communication device, pointing, sign language, or speech. Scribes will record students' responses VERBATIM into a regular test booklet.

Appendix C—WAC 392-172A-03090 Definition of Individualized Education Program.

(1) The term IEP means a written statement for each student eligible for special education that is developed, reviewed, and revised in a meeting in accordance with WAC 392-172A-03095 through 392-172A-03100, and that must include:

(a) A statement of the student's present levels of academic achievement and functional performance, including:

(i) How the student's disability affects the student's involvement and progress in the general education curriculum (the same curriculum as for nondisabled students); or

(ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

(b)(i) A statement of measurable annual goals, including academic and functional goals designed to:

(A) Meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum; and

(B) Meet each of the student's other educational needs that result from the student's disability; and

(ii) For students who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;

(c) A description of:

(i) How the district will measure the student's progress toward meeting the annual goals described in (b) of this subsection; and

(ii) When the district will provide periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards);

(d) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:

(i) To advance appropriately toward attaining the annual goals;

(ii) To be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities; and

(iii) To be educated and participate with other students including nondisabled students in the activities described in this section;

(e) An explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education classroom and extracurricular and nonacademic activities;

(f)(i) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and districtwide assessments; and

(ii) If the IEP team determines that the student must take an alternate assessment instead of a particular regular state or districtwide assessment of student achievement, a statement of why:

(A) The student cannot participate in the regular assessment; and

(B) The particular alternate assessment selected is appropriate for the student;

(g) Extended school year services, if determined necessary by the IEP team for the student to receive FAPE.

(h) Aversive interventions, if any, required for the student.

(i) The projected date for the beginning of the services and modifications described in (d) of this subsection, and the anticipated frequency, location, and duration of those services and modifications.

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

(i) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

(ii) The transition services including courses of study needed to assist the student in reaching those goals.

(k) Transfer of rights at age of majority. Beginning not later than one year before the student reaches the age of eighteen, the IEP must include a statement that the student has been informed of the student's rights under the act, if any, that will transfer to the student on reaching the age of majority.

(2) Construction. Nothing in this section shall be construed to require:

(a) Additional information be included in a student's IEP beyond what is explicitly required by the federal regulations implementing the act or by state law; or

(b) The IEP team to include information under one component of a student's IEP that is already contained under another component of the student's IEP.

Appendix D—WAC 180-51-061 Washington State Minimum Graduation Requirements

WAC 180-51-061 defines the minimum requirements for high school graduation as:

(1) The statewide minimum subject areas and credits required for high school graduation, beginning July 1, 2004, for students who enter the ninth grade or begin the equivalent of a four-year high school program, shall total 19 as listed below.

(a) Three **English** credits (reading, writing, and communications) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the 10th grade Washington Assessment of Student Learning beginning 2008.

(b) Two **mathematics** credits that at minimum align with mathematics grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the 10th grade Washington Assessment of Student Learning beginning 2008.

(c) Two **science** credits (physical, life, and earth) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. At least one credit in laboratory science is required which shall be defined locally. Assessment shall include the 10th grade Washington Assessment of Student Learning beginning 2010.

(d) Two and one-half **social studies** credits that at minimum align with the state's essential academic learning requirements in civics, economics, geography, history, and social studies skills at grade ten and/or above plus content that is determined by the district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in social studies at the high school level by 2008-09. In addition, districts shall require students to complete a classroom-based assessment in civics in the eleventh or twelfth grade also by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW [28A.230.095](#)). The social studies requirement shall consist of the following mandatory courses or equivalencies:

(i) One credit shall be required in United States history and government which shall include study of the Constitution of the United States. No other course content may be substituted as an equivalency for this requirement.

(ii) Under the provisions of RCW [28A.230.170](#) and [28A.230.090](#), one-half credit shall be required in Washington state history and government which shall include study of the Constitution of the state of Washington and is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state.

(A) For purposes of the Washington State history and government requirement only,

the term "secondary student" shall mean a student who is in one of the grades seven through twelve. If a district offers this course in the seventh or eighth grade, it can still count towards the state history and government graduation requirement. However, the course should only count as a high school credit if the academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors. (RCW 28A.230.090(4).)

(B) The study of the United States and Washington state Constitutions shall not be waived, but may be fulfilled through an alternative learning experience approved by the local school principal under written district policy.

(C) Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. The study of the United States and Washington state Constitutions required under RCW 28A.230.170 shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal under a written district policy.

(D) After completion of the tenth grade and prior to commencement of the eleventh grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class.

(iii) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on current problems may be accepted as equivalencies.

(e) Two **health and fitness** credits that at minimum align with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in health and fitness at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095).

(i) The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally under WAC 180-51-025. Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement under RCW 28A.230.050. Such excused students shall be required to substitute equivalency credits in accordance with policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement.

(ii) "Directed athletics" shall be interpreted to include community-based organized athletics.

(f) One **arts** credit that at minimum is aligned with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in arts at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095). The essential content in this subject area may be satisfied in the visual or performing arts.

(g) One credit in **occupational education**. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as proposed or adopted in the career and technical education program standards of the office of the superintendent of public instruction. The assessment of achieved competence in this subject area is determined at the local district level.

(h) Five and one-half electives: Study in a world language other than English or study in a world culture may satisfy any or all of the required electives. The assessment of achieved competence in these subject areas is determined at the local district level.

(i) Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.

(j) Each student shall attain a certificate of academic achievement or certificate of individual achievement. The 10th grade Washington assessment of student learning and Washington alternate assessment system shall determine attainment.

(2) State board of education approved private schools under RCW 28A.305.130(5) may, but are not required to, align their curriculums with the state learning goals under RCW 28A.150.210 or the essential academic learning requirements under RCW 28A.655.070.

[Statutory Authority: RCW 28A.230.090, 07-07-051, § 180-51-061, filed 3/14/07, effective 4/14/07; 04-23-004, § 180-51-061, filed 11/4/04, effective 12/5/04; 04-04-092, § 180-51-061, filed 2/3/04, effective 3/5/04; 01-13-114, § 180-51-061, filed 6/20/01, effective 7/21/01; 00-23-032, § 180-51-061, filed 11/8/00, effective 12/9/00.]

Appendix E—RCW 28A.655.061 and 28A.655.0611 Certificate of Academic Achievement

RCW 28A.655.061 (1) The high school assessment system shall include but need not be limited to the Washington assessment of student learning, opportunities for a student to retake the content areas of the assessment in which the student was not successful, and if approved by the legislature pursuant to subsection (10) of this section, one or more objective alternative assessments for a student to demonstrate achievement of state academic standards. The objective alternative assessments for each content area shall be comparable in rigor to the skills and knowledge that the student must demonstrate on the Washington assessment of student learning for each content area.

(2) Subject to the conditions in this section, a certificate of academic achievement shall be obtained by most students at about the age of sixteen, and is evidence that the students have successfully met the state standard in the content areas included in the certificate. With the exception of students satisfying the provisions of RCW [28A.155.045](#) or [28A.655.0611](#), acquisition of the certificate is required for graduation from a public high school but is not the only requirement for graduation.

(3) Beginning with the graduating class of 2008, with the exception of students satisfying the provisions of RCW [28A.155.045](#), a student who meets the state standards on the reading, writing, and mathematics content areas of the high school Washington assessment of student learning shall earn a certificate of academic achievement. If a student does not successfully meet the state standards in one or more content areas required for the certificate of academic achievement, then the student may retake the assessment in the content area up to four times at no cost to the student. If the student successfully meets the state standards on a retake of the assessment then the student shall earn a certificate of academic achievement. Once objective alternative assessments are authorized pursuant to subsection (10) of this section, a student may use the objective alternative assessments to demonstrate that the student successfully meets the state standards for that content area if the student has taken the Washington assessment of student learning at least once. If the student successfully meets the state standards on the objective alternative assessments then the student shall earn a certificate of academic achievement.

(4) Beginning no later than with the graduating class of 2013, a student must meet the state standards in science in addition to the other content areas required under subsection (3) of this section on the Washington assessment of student learning or the objective alternative assessments in order to earn a certificate of academic achievement. The state board of education may adopt a rule that implements the requirements of this subsection (4) beginning with a graduating class before the graduating class of 2013, if the state board of education adopts the rule by September 1st of the freshman school year of the graduating class to which the requirements of this subsection (4) apply. The state board of education's authority under this subsection (4) does not alter the requirement that any change in performance standards for the tenth grade assessment must comply with RCW 28A.305.130.

(5) The state board of education may not require the acquisition of the certificate of academic achievement for students in home-based instruction under chapter 28A.200

RCW, for students enrolled in private schools under chapter 28A.195 RCW, or for students satisfying the provisions of RCW [28A.155.045](#).

(6) A student may retain and use the highest result from each successfully completed content area of the high school assessment.

(7) School districts must make available to students the following options:

(a) To retake the Washington assessment of student learning up to four times in the content areas in which the student did not meet the state standards if the student is enrolled in a public school; or

(b) To retake the Washington assessment of student learning up to four times in the content areas in which the student did not meet the state standards if the student is enrolled in a high school completion program at a community or technical college. The superintendent of public instruction and the state board for community and technical colleges shall jointly identify means by which students in these programs can be assessed.

(8) Students who achieve the standard in a content area of the high school assessment but who wish to improve their results shall pay for retaking the assessment, using a uniform cost determined by the superintendent of public instruction.

(9) Opportunities to retake the assessment at least twice a year shall be available to each school district.

(10)(a) The office of the superintendent of public instruction shall develop options for implementing objective alternative assessments, which may include an appeals process for students' scores, for students to demonstrate achievement of the state academic standards. The objective alternative assessments shall be comparable in rigor to the skills and knowledge that the student must demonstrate on the Washington assessment of student learning and be objective in its determination of student achievement of the state standards. Before any objective alternative assessments in addition to those authorized in RCW [28A.655.065](#) or (b) of this subsection are used by a student to demonstrate that the student has met the state standards in a content area required to obtain a certificate, the legislature shall formally approve the use of any objective alternative assessments through the omnibus appropriations act or by statute or concurrent resolution.

(b)(i) A student's score on the mathematics, reading or English, or writing portion of the scholastic assessment test (SAT) or the American college test (ACT) may be used as an objective alternative assessment under this section for demonstrating that a student has met or exceeded the state standards for the certificate of academic achievement. The state board of education shall identify the scores students must achieve on the relevant portion of the SAT or ACT to meet or exceed the state standard in the relevant content area on the Washington assessment of student learning. The state board of education shall identify the first scores by December 1, 2007. After the first scores are established, the state board may increase but not decrease the scores required for students to meet or exceed the state standards.

(ii) Until August 31, 2008, a student's score on the mathematics portion of the preliminary scholastic assessment test (PSAT) may be used as an objective alternative assessment under this section for demonstrating that a student has met or exceeded the state standard for the certificate of academic achievement. The state board of education shall identify the score students must achieve on the mathematics portion of the PSAT to meet or exceed the state standard in that content area on the Washington assessment of student learning.

(iii) A student who scores at least a three on the grading scale of one to five for selected advance placement examinations may use the score as an objective alternative assessment under this section for demonstrating that a student has met or exceeded state standards for the certificate of academic achievement. A score of three on the advance placement examinations in calculus or statistics may be used as an alternative assessment for the mathematics portion of the Washington assessment of student learning. A score of three on the advance placement examinations in English language and composition may be used as an alternative assessment for the writing portion of the Washington assessment of student learning. A score of three on the advance placement examinations in English literature and composition, macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics may be used as an alternative assessment for the reading portion of the Washington assessment of student learning.

(11) By December 15, 2004, the house of representatives and senate education committees shall obtain information and conclusions from recognized, independent, national assessment experts regarding the validity and reliability of the high school Washington assessment of student learning for making individual student high school graduation determinations.

(12) To help assure continued progress in academic achievement as a foundation for high school graduation and to assure that students are on track for high school graduation, each school district shall prepare plans for students as provided in this subsection (12).

(a) Student learning plans are required for eighth through twelfth grade students who were not successful on any or all of the content areas of the Washington assessment for student learning during the previous school year. The plan shall include the courses, competencies, and other steps needed to be taken by the student to meet state academic standards and stay on track for graduation. If applicable, the plan shall also include the high school completion pilot program created under RCW [28B.50.534](#).

(i) The parent or guardian shall be notified, preferably through a parent conference, of the student's results on the Washington assessment of student learning, actions the school intends to take to improve the student's skills in any content area in which the student was unsuccessful, strategies to help them improve their student's skills, and the content of the student's plan.

(ii) Progress made on the student plan shall be reported to the student's parents or guardian at least annually and adjustments to the plan made as necessary.

(b) All fifth grade students who were not successful in one or more of the content areas of the fourth grade Washington assessment of student learning shall have a student learning plan.

(i) The parent or guardian of the student shall be notified, preferably through a parent conference, of the student's results on the Washington assessment of student learning, actions the school intends to take to improve the student's skills in any content area in which the student was unsuccessful, and provide strategies to help them improve their student's skills.

(ii) Progress made on the student plan shall be reported to the student's parents or guardian at least annually and adjustments to the plan made as necessary.

[2007 c 355 § 5; 2007 c 354 § 2; 2006 c 115 § 4; 2004 c 19 § 101.]

RCW 28A.655.0611 (1) Beginning with the graduating class of 2008 and through no later than the graduating class of 2012, students may graduate from high school without earning a certificate of academic achievement or a certificate of individual achievement if they:

(a) Have not successfully met the mathematics standard on the high school Washington assessment of student learning, an approved objective alternative assessment, or an alternate assessment developed for eligible special education students;

(b) Have successfully met the state standard in the other content areas required for a certificate under RCW [28A.655.061](#) or [28A.155.045](#);

(c) Have met all other state and school district graduation requirements; and

(d)(i) For the graduating class of 2008, successfully earn one additional high school mathematics credit or career and technical course equivalent, including courses offered at skill centers, after the student's eleventh grade year intended to increase the student's mathematics proficiency toward meeting or exceeding the mathematics standards assessed on the high school Washington assessment of student learning and continue to take the appropriate mathematics assessment at least once annually until graduation; and

(ii) For the remaining graduating classes under this section, successfully earn two additional mathematics credits or career and technical course equivalent, including courses offered at skill centers, after the student's tenth grade year intended to increase the student's mathematics proficiency toward meeting or exceeding the mathematics standards assessed on the high school Washington assessment of student learning and continue to take the appropriate mathematics assessment at least once annually until graduation.

(2) The state board of education may adopt a rule that ends the application of this section with a graduating class before the graduating class of 2012, if the state board of education adopts the rule by September 1st of the freshman school year of the graduating class to which the provisions of this section no longer apply. The state board of education's authority under this section does not alter the requirement that any change in performance standards for the tenth grade assessment must comply with RCW 28A.305.130.

(3) This section expires August 31, 2013.
[2007 c 354 § 4.]

Appendix F – RCW 28A.155.045 Certificate of Individual Achievement

Beginning with the graduating class of 2008, students served under this chapter, who are not appropriately assessed by the high school Washington assessment system as defined in RCW [28A.655.061](#), even with accommodations, may earn a certificate of individual achievement. The certificate may be earned using multiple ways to demonstrate skills and abilities commensurate with their individual education programs. The determination of whether the high school assessment system is appropriate shall be made by the student's individual education program team. For these students, the certificate of individual achievement is required for graduation from a public high school, but need not be the only requirement for graduation. When measures other than the high school assessment system as defined in RCW [28A.655.061](#) are used, the measures shall be in agreement with the appropriate educational opportunity provided for the student as required by this chapter. The superintendent of public instruction shall develop the guidelines for determining which students should not be required to participate in the high school assessment system and which types of assessments are appropriate to use.

When measures other than the high school assessment system as defined in RCW [28A.655.061](#) are used for high school graduation purposes, the student's high school transcript shall note whether that student has earned a certificate of individual achievement.

Nothing in this section shall be construed to deny a student the right to participation in the high school assessment system as defined in RCW [28A.655.061](#), and, upon successfully meeting the high school standard, receipt of the certificate of academic achievement.

[2004 c 19 § 104.]

APPENDIX F
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 be taken, 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).

APPENDIX F

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

<u>Subject</u>	<u>Credits</u>	<u>Content</u>
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	<u>8.5</u>	Selected from any pathway
Total Required	23	

APPENDIX F

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

APPENDIX F

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

APPENDIX F

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 identify 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.



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** at www.k12.wa.us.

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 Requirements

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

APPENDIX F

Expected Graduation Year (EGY)

When all students first enter 9th grade, an expected graduation year is determined. This expected graduation year is four years from the year students first enter 9th grade. This EGY may not be changed except in two instances detailed below. Students' high school graduation requirements are determined by the date they first enter 9th grade. Graduation requirements remain the same for the student for that established year regardless of whether the student graduates early or needs more than four years to graduate [WAC 180-51-035(1)(a) and (b)]. For example, if a student entered 9th grade in 2003, an EGY would be set for 2007. The student's graduation requirements would include ONLY those requirements in place for the graduating class of 2007, regardless of whether the student graduates in 2007 or 2008 or even 2006.

When students eligible for special education first enter high school, careful development of the IEP is essential. The IEP team may consider the EGY for a student eligible for special education to take longer than four years; therefore, a more appropriate EGY should be determined and reported to OSPI. Individual students' EGY gets reported to the OSPI through the Core Student Records System (CSRS).

Changes to the EGY for students eligible for special education MUST be made by the IEP team on a case-by-case basis by the time the student reaches age 16. Students whose EGY is reassigned beyond four years will be included in the cohort of students that match the new EGY. The graduation status of these students will then be included in that cohort's AYP graduation calculation and not the chronological age/grade cohort.

The expected graduation year can be changed for all students under one other condition. If a student transfers into a district after the beginning of 9th grade, the student's EGY should be re-assigned based on the entering school district's policy for assigning grade level status, typically either the student's chronological age or credits earned. The year can be different than the student's original EGY from the sending district or state. Students who transfer from one school to another within a district may not have their EGY changed.



SUPERINTENDENT OF PUBLIC INSTRUCTION

DR. TERRY BERGESON OLD CAPITOL BUILDING • PO BOX 47200 • OLYMPIA WA 98504-7200 • <http://www.k12.wa.us>

February 18, 2005

(X) Informational
() Action Required

MEMORANDUM NO. 008-05M SECONDARY EDUCATION REFORM

To: Educational Service District Superintendents
Chief School District Administrators
State School Principals
Curriculum Directors

From: Dr. Terry Bergeson, State Superintendent of Public Instruction

RE: Clarification on Assignment of Minimum Graduation Requirements

This memorandum is designed to help clarify the assignment of minimum graduation requirements to students as new requirements are phased in over time.

All students entering a high school program in Washington State shall be assigned a graduation year as required by Washington State administrative code and the No Child Left Behind Act. Once students are assigned a graduation year, they will be aligned to the requirements for that specific graduating class and subject to the provisions of WAC 180-51-035. Specifically,

- ***Students shall be assigned an expected graduation year based on the year they commence 9th grade, or for transfer students, based on a transcript evaluation, or for students eligible for special education, based on an Individualized Education Program (IEP) team determination.***
- Students shall have the right and the obligation to meet the minimum graduation requirements in place for their expected graduation year designated at the time they enter a district high school, regardless of what year they actually graduate.

Students entering 9th grade in the 2004-05 school year are assigned a graduation year of 2008 (four years). Students who take more time to graduate are grandfathered into the requirements for their assigned graduation year. Students who take less time to graduate are still expected to meet the minimum graduation requirements for their assigned graduation class. The requirements for the graduation year stay with the

student throughout their high school experience regardless of the length of time it takes to graduate.

Examples:

Student "A" enters 9th grade in the fall of 2004 and is expected to graduate in 2008. However, it takes student "A" five years to meet all of the graduation requirements and actually receives a diploma in 2009. Student "A" will not be expected to assume any additional requirements that may have been added for students who entered 9th grade in the fall of 2005.

Student "B" enters 9th grade in the fall of 2004 and is assigned a graduation date of 2008. However, student "B" takes summer courses, on-line courses, and zero hour courses and will be able to graduate a year earlier (2007). Student "B" is expected to have met all of the minimum graduation requirements for 2008 since his assigned graduation date is 2008.

Student "C" moved to Washington from out of state in January of 2004. The school assesses the student's transcript, determines that the student is in grade 10 and assigns a graduation date of 2006. The graduation date assigned to the student determines the graduation requirements for the student. In this case, student "C" needs to meet the state graduation requirements that are in place for students graduating in the year 2006.

For questions please contact the Secondary Education Reform office at 360-725-6165, TTY 360-664-3631, or by email at SecEdReform@ospi.wednet.edu .

LEARNING AND TEACHING

Dr. Mary Alice Heuschel
Deputy Superintendent

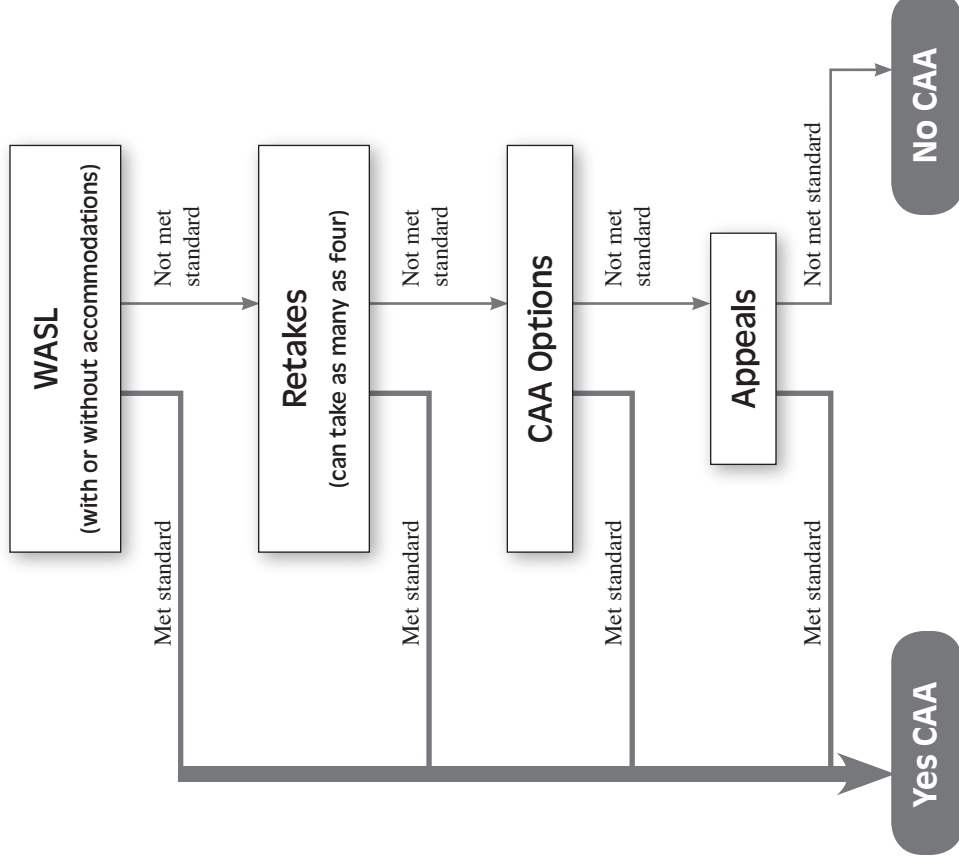
Scott Poirier
Assistant Superintendent
Secondary Education Reform

TB:SP:cm

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.

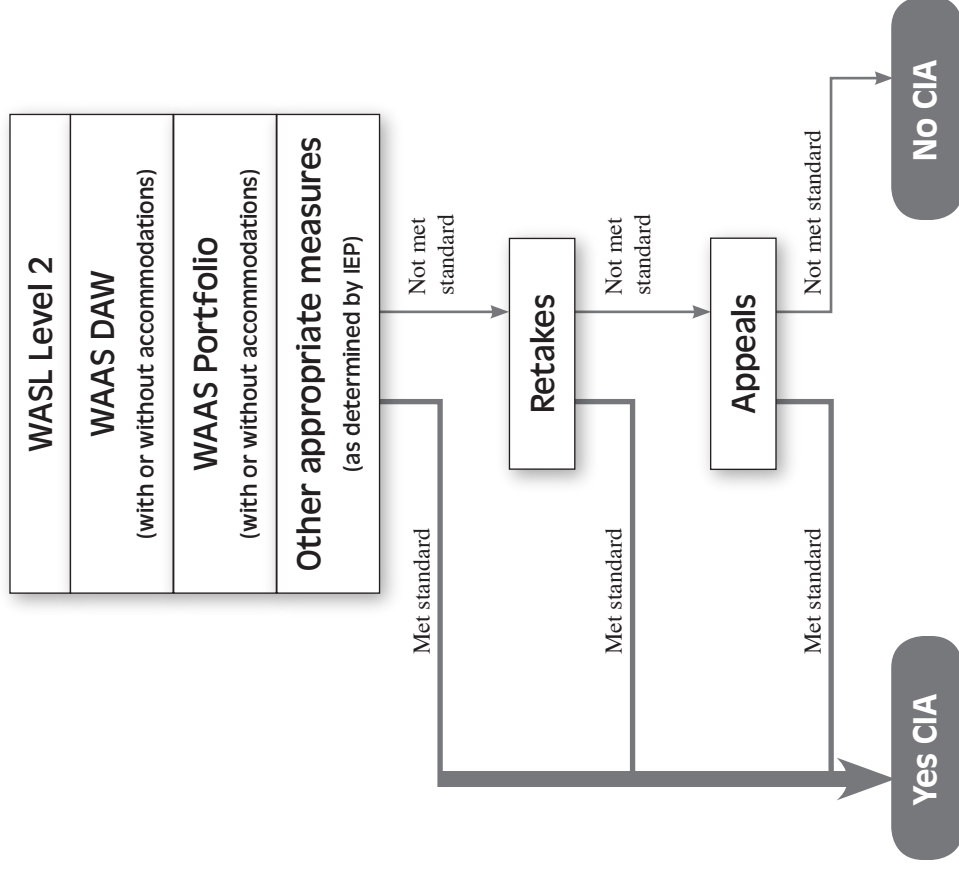
Certificate of Academic Achievement (CAA)



Notes:

- The path taken by a Special Education student will be determined in the student's IEP.
- Students will be able to access remedial help at any point in the process.
- 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.

Certificate of Individual Achievement (CIA)



Key:

DAW: Developmentally Appropriate

WASL

IEP: Individualized Education Program

WASL: Washington Assessment of Student Learning

WAAS: Washington Alternate Assessment System

APPENDIX F

In addition to any local graduation requirements, all students, including students in special education programs, must complete four statewide requirements:

1. **High School and Beyond Plan.** Students develop a plan for meeting the high school graduation requirements and for connecting successfully to their next steps in life. A student's plan should include the classes needed in preparation for a 2- or 4-year college or university, certificate program, or the workforce. Students eligible for special education can meet this requirement with the transition component of their IEP.
2. **Credit Requirements.** Students pass a required number of classes and earn at least 19 total credits in English, mathematics, science (including one lab), social studies, health and fitness, visual or performing arts, occupational education and electives. Most school districts expect students to go above and beyond the state's required 19 credits. The current high school graduation credit requirements can be found at <http://www.sbe.wa.gov/gradreq/credits.htm>. Local school boards are required to adopt policies and procedures to exempt a student eligible for special education from any of these credit requirements if any credit 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 disability [WAC 180-51-115].
3. **Complete a Culminating Project.** This integrated learning project helps students understand the connection between school and the real world. Some samples include a portfolio collection, studying topics of interest, engaging in meaningful career internships, or developing in-depth projects to name a few. Some schools have students present their findings, for example, in a research paper, through a multi-media presentation to peers or to a school/community panel.
4. **Demonstrate proficiency on the state's reading, writing and mathematics standards.** Students who demonstrate proficiency of the reading, writing and mathematics standards on the WASL and/or one or more CAA Options will earn Certificate of Academic Achievement (CAA). Until 2013, students can earn a diploma without a CAA if they demonstrate proficiency in reading and writing and continue to earn additional mathematics credit(s) – or career and technical course equivalents – and annually retake the high school WASL. More information on the additional math credit requirements can be found at <http://www.k12.wa.us/Resources/pubdocs/2007/GradFAQ6-4.doc>.

Students eligible for special education who meet alternate or modified achievement standards may earn a Certificate of Individual Achievement (CIA). Until 2013, students eligible for special education can earn a diploma without a CIA if they meet alternate standards in reading and writing through one of the CIA assessment options and continue to earn additional mathematics credit(s) – or career and technical course equivalents – and annually retake the appropriate assessment for students eligible for special education.

APPENDIX F
PLANNING for PROGRAM COMPLETION
Options
Recommended Practice

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

<p><u>1. Credit & Requirement Completion + state assessment + project + plan</u></p>	<ul style="list-style-type: none"> • 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 credits(varies by district) including general requirements 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
<p><u>2. Course Substitution + state assessment + project + plan</u></p>	<ul style="list-style-type: none"> • 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.
<p><u>3. IEP Requirements + state assessment (WAC 180-51-115) + project + plan</u></p>	<ul style="list-style-type: none"> • 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.

**APPENDIX F
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 <i>Alternative Plan</i> <u>must</u> occur not later than the first grading period of the junior year.	Student: _____ Date: _____ (prior to participating in ceremonies)
--	---

<u>Subject</u>	<u>Credits</u>	<u>Met</u>	<u>Needed</u>	<u>Requirements</u>	<u>Goals Achieved</u>	<u>Credits Earned</u>
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. <small>(to include transition services)</small>				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

APPENDIX F

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)

APPENDIX F

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

APPENDIX F

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

APPENDIX F

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.

APPENDIX G

Agency Linkages & Resources

Agency Linkages

Agency	Description	Website
<i>Division of Vocational Rehabilitation (DVR)</i>	DVR is a statewide resource for people with disabilities. They assist individuals with disabilities in getting and keeping a job. DVR is a state and federally-sponsored program, and works in partnership with the community and businesses to develop employment opportunities for people with disabilities.	http://www1.dshs.wa.gov/dvr/.
<i>Division of Developmental Disabilities (DDD)</i>	DDD assists individuals with developmental disabilities and their families to obtain services and supports based on individual preference, capabilities and needs, and which promote everyday activities, routines and relationships common to most citizens.	http://www1.dshs.wa.gov/ddd/index.shtml
<i>WorkSource</i>	WorkSource Centers provide all the information, technology and services 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; and training programs and business consultations.	http://www.wa.gov/esd/employment.html
<i>Disability Student Services (DSS)</i>	The Post-ITT Web Site is a collection of resources and activities established to aid students, parents, educators and Disability Services coordinators in planning for a student's transition from secondary to postsecondary education.	http://www.postitt.org/index.shtml
<i>Mental Health Division – Department of Social & Health Services</i>	County government agencies and 145 private and non-profit organizations, supported by state and federal money, provide treatment for most of Washington's estimated 188,100 adults and 74,000 children with mental illnesses. Counties, and their non-government providers, are organized into 14 regional support networks (RSNs).	http://www1.dshs.wa.gov/mentalhealth/rsn_map.shtml

APPENDIX G
Agency Linkages & Resources, cont.
Resources

Agency / Resource	Description	Website
<i>Center for Change in Transition Services (CCTS)</i>	The Center for Change in Transition Services, Seattle University, is a state-needs grant funded by the Office of the Superintendent of Public Instruction. CCTS provides technical assistance and training to school districts in exemplary transition practices for students with disabilities moving from school to adult life.	www.seattleu.edu/ccts
<i>Adolescent Health Transition Project</i>	The Adolescent Health Transition Project is designed to help smooth the transition from pediatric to adult health care for adolescents with special health care needs. This site is a resource for information, materials, and links to other people with an interest in health transition issues.	www.depts.washington.edu/healthtr
<i>Casey Life Skills: The Ansell-Casey Life Skills Assessment (ACLSA)</i>	The Ansell-Casey Life Skills Assessment (ACLSA) is an evaluation of youth independent living skills. It consists of statements about life skills that the youth and his/her caregivers complete. All assessments and the scored reports are free of charge.	http://www.caseylifeskills.org/index.htm
<i>The Arc of Washington State</i>	For over 67 years The Arc of Washington State has been a leader in the development of services and programs for people with developmental disabilities of all ages and providing support to their families. The Arc of Washington State, a non-profit organization, is composed of individuals with developmental disabilities, their families, professionals and concerned members of the community.	http://www.arcwa.org/
<i>Family/Educator Partnership Project (FEPP)</i>	FEPP is funded by OSPI. Their purpose is to help create partnerships between families, educators and community agencies to support children and youth that need special education services. Family educator partnerships are changing the ways that families and educators work together to ensure educational success for children with disabilities.	http://www.arcwa.org/FEPP.htm

APPENDIX G

**Agency Linkages & Resources, cont.
Resources**

Agency / Resource	Description	Website
<i>Disabilities, Opportunities, Internetworking, and Technology (DO-IT)</i>	DO-IT serves to increase the participation of individuals with disabilities in challenging academic programs and careers. It promotes the use of computer and networking technologies to increase independence, productivity, and participation in education and employment.	http://www.washington.edu/doi/
<i>Workforce Explorer</i>	Workforce Explorer provides economic information to help the public make informed decisions about potential employment. The website addresses issues such as the Washington's unemployment rate and Washington's job growth.	http://www.workforceexplorer.com/
<i>Washington Initiative for Supported Employment (W.I.S.E.)</i>	W.I.S.E is a private, non-profit organization dedicated to expanding employment opportunities for people with developmental disabilities. Their staff works with social service providers, county governments, school districts, private businesses and families to provide: Technical Assistance, Support Resources, ADA Compliance Site Reviews, Project Demonstration, Technology Consulting, Organizational Consulting, and Management Coaching.	http://www.theinitiative.ws/default.html
<i>Workforce Training and Education Coordinating Board</i>	<i>Where are you going?</i> -A 152-page guide to careers and occupations in Washington State. Find out where your interests lay, what career opportunities exist and what salaries to expect. Plus information on resume writing and job search.	http://www.wtb.wa.gov/
<i>Washington PAVE (Parents Are Vital in Education)</i>	PAVE, a non-profit organization, exists to share information and resources with people whose lives are linked to children and adults with disabilities. PAVE helps parents understand the educational system, offers assistance to find services in the community for children or adults with a disability, provides support when parents learn that their child has a disability or chronic health care need, helps parents as their child transitions from school to adult life.	http://washingtonpave.org/about/whoweare. asp

APPENDIX H

School District

Special Education Corrective Action Plan

The purpose of improvement planning is to:

- ensure systemic change that will create significant improvement in results for students with disabilities and their families,
- achieve and maintain compliance, and
- develop and implement an outcome-based, six year, Corrective Action Plan which has integrated the local education agency's (LEA's) decisions based on the results of the consolidated program review final report and companion data reflected in the district profile.

As you develop your improvement plan, consider the following questions:

- What changes are needed within the local system, supports, and practices to achieve and maintain desired results for students with disabilities and their families?
- How will the district self-monitor/evaluate the effectiveness of the Corrective Action Plan?
- How will the district revise its plan if not effective?
- How will the district provide evidence of improvement to OSPI?
- How might this special education Corrective Action Plan be integrated into other district/building planning efforts?

Requirements for Developing a Corrective Action Plan for Students with Disabilities

The improvement plan will be a comprehensive, six year plan that targets district-wide improvement, based on the current monitoring results. In order to ensure that the plan is comprehensive, the LEA must develop an improvement plan that, at a minimum, addresses areas that fall in the "issues in need of corrective action" category, as indicated in the final report. The LEA may choose to address other areas of the final report, such as program strengths or core questions that do not need corrective action at this time.

APPENDIX H

Steps and timelines for improvement planning:

1. A Corrective Action Plan template will be provided by OSPI to the LEA. A summary page will also be provided that lists the core question and baseline monitoring data for each area with an issue in need of corrective action.
2. The LEA will establish the corrective action planning framework and identify local planning participants in order to develop a thorough and holistic understanding of the core question issues identified in the final report.

Where are we today?

3. For each issue identified in the final report, identify the desired outcome for students with disabilities and/or their families.

Where/how do we want to be six years from now?

4. Determine the indicators that will help quantify the achievement of each outcome (the evidence of change).

How do we know we are getting there? What should we see or hear if we are successful? How should we measure it?

5. Determine the activities/outputs necessary to achieve the outcome.

How will we get there?

6. Identify the resources for performing the activities.

Who/what will get us there?

7. Define the timelines and the milestones that are necessary to complete the activities.

When will we perform the activities?

8. The LEA has **90 calendar days after receipt of the final report to develop the Corrective Action Plan** and submit an electronic copy to Jennifer Story, OSPI Program Supervisor, jstory@ospi.wednet.edu.
9. OSPI will **review and respond to the district in writing within 30 calendar days**. If the plan requires revisions, the district and OSPI representative will work together to ensure the plan is revised and approved within an acceptable period of time.
10. The district will provide an update on activities identified in the Corrective Action Plan, annually, through the online LEA special education grant application process.
11. The LEA will submit an interim progress report at the end of the second year following the monitoring visit. Further instructions will be provided regarding the required components of the progress report prior to district submission.

APPENDIX H

12. The LEA will submit assurances and documentation indicating the correction of all student-specific issues of non-compliance involving the provision of a free, appropriate, public education, within one year of the district's receipt of this final report. Please refer to your district's final report, Appendix A, for further instructions regarding this requirement. **Please do not send copies of corrected IEPs and evaluations to OSPI.**

Major Themes/Key Concepts for consideration:

- ◆ Successful development of the plan will in large part be in direct correlation to the degree to which the LEA has access to, or strategies for, gathering additional data that will help ***identify causes or contributors to the monitoring results portrayed by the data on the district profiles.***
- ◆ Corrective Action Planning is an ongoing process that uses ***data to track results and make decisions*** about improvement priorities.
- ◆ There are four intersecting functions involved in the planning process: CPR monitoring, self-assessment, improvement planning and implementation, and documentation and reporting.
- ◆ Quality Corrective Action Plans have baseline data, trend data and analysis, and future activities that are logically connected to progress and slippage, and include timelines and resources (see the Conceptual Framework flowchart (attached) for a visual representation of this process).

APPENDIX H

**Summary of Monitoring Results
Special Education Corrective Action Plan**

Core Question	Baseline Monitoring Data
<p><u>Core Question #2</u> The district has on file state-approved procedures for the provision of special education services.</p>	<p>The district's special education procedures have not been amended consistent with Bulletin 65-02, effective December 2002.</p>
<p><u>Core Question #4</u> The district provides reasonable opportunities for the participation of the public in the planning and operation of its special education program.</p>	<p>The district does not provide opportunities for the participation of the public in the planning and operation of its special education program. <i>(or)</i> The district does not provide definable opportunities for the public to review the federal fund application and any required policies, procedures, evaluations, plans, and reports.</p>
<p><u>Core Question #5</u> The district implements procedural safeguards for parents and students.</p>	<p>The district does not implement procedural safeguards for parents and students.</p>
<p><u>Core Question #8</u> The district implements procedures for locating, evaluating, and identifying children, ages birth through 21, with suspected disabilities.</p>	<p>The district does not implement procedures for locating, evaluating, and identifying children, ages birth through 21, with suspected disabilities.</p>
<p><u>Core Question #9</u> The district ensures that all personnel providing special education, and any necessary related services, are appropriately and adequately prepared.</p>	<p>The district does not provide appropriate special education staff development opportunities.</p>
<p><u>Core Question #10</u> The district ensures an accurate count of each student for state and/or federal funding purposes, fully participates in the recovery of Medicaid funds for special education eligible students, and ensures that any federal funds received for special education are used solely for excess costs.</p>	<p>The district was at a _% Medicaid compliance rate for students meeting the billable criteria. <i>(or)</i> The district does not have procedures in place to ensure an accurate count of special education students.</p>
<p><u>Core Question #11</u> The district provides a full continuum of educational placements for special education students.</p>	<p>The district does not provide a full continuum of educational placements for special education students.</p>
<p><u>Core Question #12A</u> Students are receiving services congruent with their evaluation and IEP.</p>	<p>In _ of the XX files reviewed (%), the evaluations were not sufficient in scope to develop a complete and accurate IEP.</p>
	<p>In _ of the XX files reviewed (%), inconsistencies between the evaluation, IEP, and/or delivery of</p>

APPENDIX H

	services existed.
	In _ of the XX files reviewed (%), students were not receiving specially designed instruction.
	In _ of the _ related service files reviewed (%), students were not receiving related services consistent with the evaluation and IEP.
	In _ of the XX files reviewed (%), students were not receiving ESY as recommended by the evaluation and/or IEP team.
<p><u>Core Question #12B</u> IEPs and evaluations contain the required procedural components.</p>	In _ of the XX files reviewed (%), the present levels of educational performance did not include evidence to support current levels of functioning.
	In _ of the XX files reviewed (%), some or all of the annual goals were not stated in measurable terms.
	In _ of the XX files reviewed (%), the evaluation and/or IEP was late.
	In _ of the XX files reviewed (%), the IEP did not indicate the frequency, location, and/or duration of services.
	In _ of the XX files reviewed (%), the evaluation reports did not contain the appropriate signatures.
<p><u>Core Question #13</u> Parents are involved in the evaluation and placement process.</p>	In _ of the XX files reviewed (%), parent consent was not obtained prior to evaluation and/or placement.
<p><u>Core Question #14</u> The district has developed and implemented procedures to ensure or facilitate a successful transition from school to work or from school to post-secondary education.</p>	In _ of the _ transition files reviewed (%), the transition plans did not reflect the student's course of study or transition service needs in order to meet post-school outcomes.

APPENDIX H

Description of Corrective Action Plan Elements

Core Question: This information can be found on the Summary of Monitoring Results page (attached).

Baseline Data: This information can be found on the Summary of Monitoring Results page (attached).

Desired Outcome(s): The district determines what goals are appropriate, given the areas of difficulty. There must be a direct correlation between the goal(s) and the baseline data. (Multiple goals may be identified for each core question. Please complete a new sheet for each core question.)

Evidence of Change: The district identifies indicators that quantify/qualify the achievement of each outcome (evidence of change that will occur as a result of improvement initiatives).

Activities/Outputs: The district will detail the activities/outputs planned to achieve the desired outcome. Include all activities such as staff development, instructional strategies, and program/system changes.

Resources: The district determines all resources (human, fiscal, and material) to be used for the implementation of the activities targeted to the desired outcomes.

Position(s) Responsible: List who the contact will be for the specific activity/output.

Timelines: The district identifies the timelines within each year of the plan for initiation of activities, as well as interim evaluation (formative) benchmarks and final evaluation (summative) timelines for each desired outcome as appropriate/needed (based on respective year of plan).

Follow-Up Activities/Commentary: Optional activities/adjustments related to planned activities.

APPENDIX H

Consolidated Program Review Corrective Action Plan

Core Question:				
Baseline Data: (Statement of present levels of performance)				
Desired Outcome: (Through systemic change, the district will achieve these results for students with disabilities)				
Evidence of Change: (Criteria used to measure the results)				
Activities/Outputs (What will district do to improve?)	Resources	Position(s) Responsible	Timelines	Follow-up/ Commentary

Copy additional pages as necessary

APPENDIX H
Consolidated Program Review Corrective Action Plan
Special Education

Signatures of all individuals who participated in the formation of the district's Corrective Action Plan:

Name	Signature	Title
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	

Please keep a copy of this page on file with the Corrective Action Plan.

APPENDIX H

IEP Review Form _____ School District

CSRS#: _____

Date of Birth: _____

IEP Date: _____

Evaluation Date: _____

Present Levels of Academic Achievement and Functional Performance (PLAAFP) §300.320 (a) (1) & WAC 392-172A-03090 (1) (a)			
Y	N	Does the PLAAFP contain a statement of the child's present level of academic achievement and functional performance and describe effect of disability on involvement and progress in general curriculum for each area of service identified?	
Y	N	NA	For a preschool child, does PLAAFP describe how the disability affects the child's participation in developmentally appropriate instructional activities?
Measurable Annual Goals §300.320 (a) (2) & WAC 392-172A-03090 (1) (b)			
Y	N	Does the IEP include measurable annual goals, including academic and functional goals that are aligned with needs identified in PLAAFP? Does each of the annual goals have a baseline, target, and unit of measure?	
Area of Service	MAG?		Comments
Reading	Y	N NA	
Written Language	Y	N NA	
Math	Y	N NA	
Behavior/Social	Y	N NA	
Study Skills	Y	N NA	
Life skills/adaptive	Y	N NA	
*SLP	Y	N NA	
*OT	Y	N NA	
*PT	Y	N NA	
*Vision	Y	N NA	
*Other	Y	N NA	
Y	N	NA	For students taking WAAS portfolio as measured against alternative achievement standards, does the IEP include benchmarks or short term objectives for each annual goal?
Progress toward Meeting Goals §300.320 (a) (3) & WAC 392-172A-03090 (1) (c)			
Y	N	Does the IEP describe how the district will measure the student's progress toward meeting the annual goals and when the student's progress toward meeting those goals will be reported to the parents?	
Least Restrictive Environment §300.320 (a) (5) & WAC 392-172A-03090 (1) (e)			
Y	N	Does the IEP contain an explanation of the extent to which the child will not participate with nondisabled children in the general education classroom and extracurricular and nonacademic activities?	

*MAG needed only if service is provided as specially designed instruction.

APPENDIX H

§300.320 (a) (6) & WAC 392-172A-03090 (1) (f)

Y	N	NA	If the IEP team determines that an alternate assessment instead of a regular State or district-wide assessment of student achievement is appropriate, does the IEP indicate the assessment selected and an explanation of why the student cannot participate in regular assessment? If the IEP team determines that any accommodations are necessary for the student to participate in a State or district-wide assessment, are those accommodations stated in the IEP?
---	---	----	---

Services Provided by IEP

§300.320 (a) (4) & WAC 392-172A-03090 (1) (d)

Y	N		Does the IEP contain a statement of (a) the special education and related services, (b) supplementary aids and services to be provided for the student and (c) a statement of program modifications or supports for school personnel that will be provided to enable the student to advance appropriately toward attaining the goals?
Y	N		Does the IEP state a projected date for the beginning of services and modifications and frequency, location, and duration of those services?
Y	N		If (ESY) services were provided, were those services indicated on the IEP?
Y	N		Are any required aversive interventions for the student indicated?

Transition Activities

§300.320 (b) (1 & 2) & WAC 392-172A-03090 (1) (j)

Complete this section for students who are or will be 16 or older during the period of this IEP.

Y	N		Is there a measurable postsecondary goal(s) (post school outcomes) that cover education, training, employment, and/or, as needed, independent living based on-age appropriate transition assessment(s)?
Y	N		Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the identified postsecondary goal(s) (post school outcomes)?
Y	N		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 outcomes?
Y	N		For transition services that are likely to be provided or paid for by other agencies, is there evidence that representatives of the agency (ies) were appropriately invited to, and participated in the IEP meeting? (REMINDER: Parent or adult student consent is required prior to agency participation.)
Y	N		Do the transition services include courses of study needed to assist student in reaching post secondary goal(s) (outcomes)?

IEP Team

§300.321 & WAC 392-172A-03095

Y	N		Did the IEP Team include the required personnel?
Y	N		Was the student invited to IEP Team meeting if post secondary goals and transition services were considered?
Y	N	NA	Does the IEP include a statement that the student has been informed of the student's rights upon reaching the age of majority?