

# Safety Net & HSBPs

2021–22



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



**Vision**

*All students prepared for post-secondary pathways, careers, and civic engagement.*

**Mission**

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

**Values**

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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# Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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# Land Acknowledgement



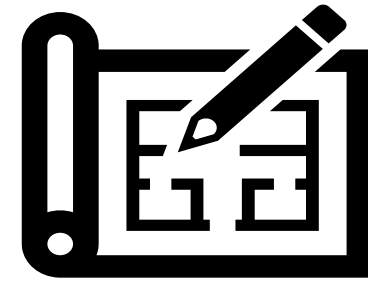
I acknowledge the pain and trauma of these past years and over 400 years of racism in the United States.

I stand with our communities of color, especially those who identify as and/or are categorized as African-American. I also acknowledge the intersectionality of those who identify both as persons of color and individuals with disabilities.

I commit to centering my work to dismantle systemic racism and disrupt ableist structures.

# What is a High School and Beyond Plan?

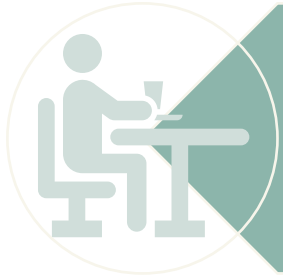
- Student-generated
- Student-facing
- Starts in 7<sup>th</sup> or 8<sup>th</sup> grade
- State graduation requirement



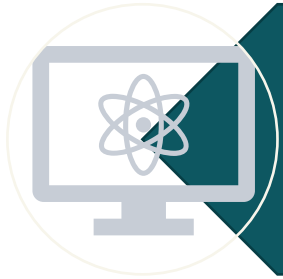
Every student must have a HSBP to guide the student's high school experience and ***prepare the student for postsecondary education or training and career***

(ESHB 2224, Chapter 31, Laws of 2017).

# Safety Net 2021-22



All students in 9th grade and above must include a HSBP with their application. If there is no HSBP included, a 15% award reduction will be made.



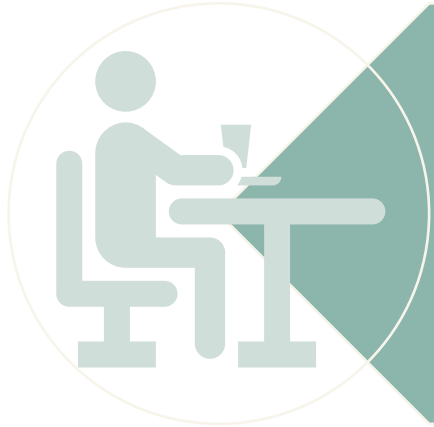
Files selected in the IEP review sample for students 9th grade and above will have the HSBP reviewed and TA notes will be provided if applicable.



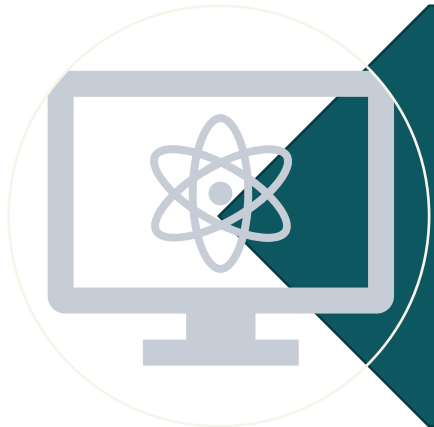
Those TA notes WILL NOT generate a 442 finding this year.



# Planning Ahead: Safety Net 2022-23



LEAs will need to be prepared to submit a HSBP for all applicable students for Safety Net 2022-23. Our team is planning to review all four areas on the following slide.



All three items from the previous slides will apply in 2022-23.





# What will be reviewed during Safety Net?

## High School and Beyond Plan (HSBP)

RCW 28A.230.090

**For students with an IEP, the high school and beyond plan must be developed in alignment with their IEP. The high school and beyond plan must be developed in a similar manner and with similar school personnel as for all other students.**

Y  N

a. If the student is in 9th grade or above, was a HSBP provided?  
If no, move to section 8.

Y  N

b. Does the HSBP include at least:

- career goals (aided by a skill and interest assessment),
- educational goals, and,
- a course of study?

Y  N

c. Are the career goals, educational goals and course of study in the HSBP aligned with the IEP Transition Plan?

Y  N

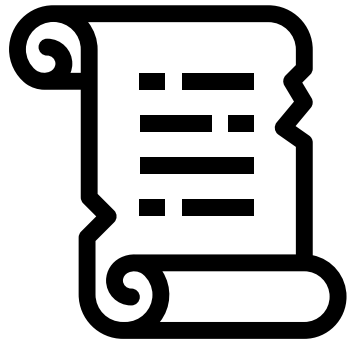
d. Does the HSBP outline how the student will satisfy state and local graduation requirements?

The areas above are included in the [IEP Review Form](#)



# WAC 180-51-220 (4)

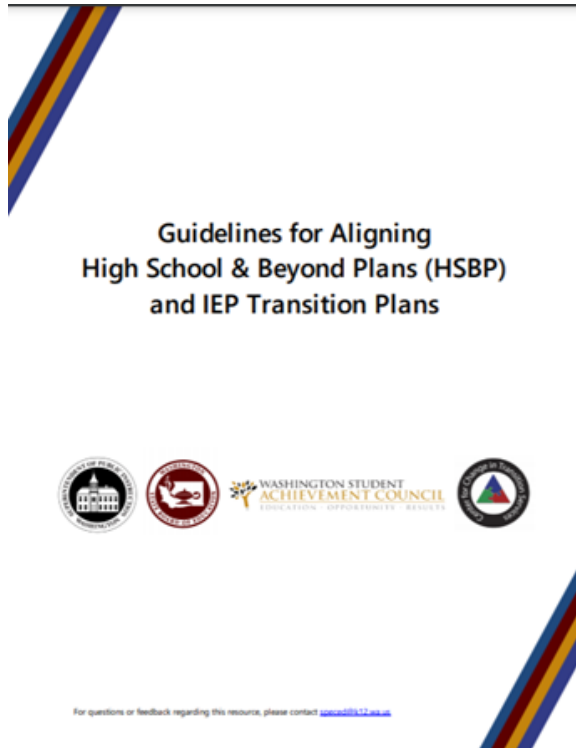
## High school and beyond plan.



- “For a student with an individualized education program (IEP), the student's IEP and high school and beyond plans must align”.
- “Students with an IEP transition plan...may use their transition plan in support of, but not as a replacement for, their high school and beyond plan”
- "The process for developing and updating the student's high school and beyond plans **must** be similar to and conducted with similar school personnel as for all other students".



# Guidelines for Aligning High School & Beyond Plans and IEP Transition Plans



- **Appendix A: The Transition Team Members and Roles**
- **Appendix B: Sample HSBP and IEP Transition Plans**
  - **Case Study of a 10<sup>th</sup> grader using a CTE Course Sequence** - ([Webinar](#))
  - **Case Study of an Adult Student using the WA-AIM** ([Webinar](#))
- Appendix C: Highschool Education and Training Opportunities
- Appendix D: Post-Secondary Education and Training Opportunities
- Appendix E: Post-Secondary Employment Options
- Appendix F: Post-Secondary Outcomes (Indicators 1, 2, 13, and 14)
- Appendix G: IEP Transition Planning Checklist for Educators
- Appendix H: Transition Planning Checklist for Students
- Appendix I: Transition-Planning Resources

# Appendix A: The Transition Team Members and Roles



- Collaboration is essential for effective transition planning
  - CTE and other specialized expertise can be essential for course planning and grad pathway preparation
  - School counselors also play a key role in transition planning for all students
- Students are the most important member of the transition team and their meaningful participation is key
- **Students with receiving special education services get same HSBP planning, with similar staff, as all other students\***



# IEP Review Form In Action



[Case Study:  
Adult Student  
using WA-AIM](#)

## High School and Beyond Plan (HSBP) RCW 28A.230.090

For students with an IEP, the high school and beyond plan must be developed in alignment with their IEP. The high school and beyond plan must be developed in a similar manner and with similar school personnel as for all other students.

Y  N

a. If the student is in 9th grade or above, was a HSBP provided?  
If no, move to section 8.

Y  N

b. Does the HSBP include at least:

- career goals (aided by a skill and interest assessment),
- educational goals, and,
- a course of study?

Y  N

c. Are the career goals, educational goals and course of study in the HSBP aligned with the IEP Transition Plan?

Y  N

d. Does the HSBP outline how the student will satisfy state and local graduation requirements?



## CAREER GOALS – WHAT CAN I BECOME?

What are some jobs and careers that match who you are and who you want to be? While a career interest assessment must be taken by 8th grade, different assessments can be taken at any time to guide your next steps as your interests and career aspirations change.

### MY TOP CAREERS OF INTEREST:

- Office Professional
- Courtesy Clerk
- Stocker
- 

## EDUCATION GOALS AND PLAN – HOW DO I BECOME THAT?

What education or training do you need – both during and after high school – to prepare for your career interest(s)? For students who are also served by an IEP, HSBP goals need to align with the IEP transition plan goals.

### MY EDUCATIONAL GOALS

#### MY TOP POST-HIGH SCHOOL GOAL

- On-the-job training: in an office setting with supports. (See IEP Transition Plan)
- Apprenticeship
- Military (enlist)

#### MY BACK-UP POST-HIGH SCHOOL GOAL

- On-the-job training: in a warehouse setting with supports
- Apprenticeship
- Military (enlist)



- a. Does the HSBP include at least:
- career goals (aided by a skill and interest assessment),
  - educational goals, and,
  - a course of study?

### MY ACADEMIC COURSE PLANNER

Directions: List the courses you have taken (or plan to take) each year in high school. Pay attention to local/state graduation requirements and admission requirements for post-high school options of interest.

SUBJECT AREA	GR 9	GR 10	GR 11	GR 12	12 Plus
<b>English</b> Credits required for Graduation = 4	Applied Communications (1.0)	Applied Communications (1.0)	Academic Work (1.0)	Employment Literacy (1.0)	
<b>Mathematics</b> Credits required for Graduation = 3	Personal Finance (0.5)	Personal Finance (0.5)	Pre-Vocational Training (0.5)	Pre-vocational Training (0.5)	Transition Services (1.0)
<b>Science</b> Credits required for Graduation = 3	Applied Life Science (1.0)	Applied Science (1.0)		Applied Earth Science (1.0)	
<b>Social Studies</b> Credits required for Graduation = 3		World Studies (1.0)	US History (1.0)	Civics (0.5) Psychology (0.5)	
<b>Health and Fitness</b> Credits required for Graduation = 2	Success Oriented PE (0.5)	Creative Dance (1.0)	Core PE (0.5) Health (0.5)		
<b>*Arts or PPR</b> Credits required for Graduation = 1	Arts/Crafts (1.0)	Success Oriented Music (0.5)	Drawing and Painting (0.5)		
<b>*World Language or PPR</b> Credits required for Graduation =			Career Development (1.0)		PPR: Transition Courses (1.0)
<b>Career Technical - CTE</b> Credits required for Graduation = 1	Career Awareness (1.0)				
<b>General Electives</b> Credits required for Graduation = 4	Advisory (0.25)	Advisory (0.25)	Advisory (0.25)	Advisory (0.25) Developmental Learning (1.0)	Transition Services
<b>TOTAL CREDITS: 22</b>	5.25	5.25	5.25	4.75	





a. Are the career goals, educational goals and course of study in the HSBP aligned with the IEP Transition Plan?

### IEP Postsecondary Education Goal:

Upon leaving public school, Kaleb will receive on- the-job training in an office setting

### IEP Postsecondary Employment Goal:

Upon leaving public school Kaleb will obtain work in an office setting, with job coaching supports

## EDUCATION GOALS AND PLAN – HOW DO I BECOME THAT?



What education or training do you need – both during and after high school – to prepare for your career interest(s)? For students who are also served by an IEP, HSBP goals need to align with the IEP transition plan goals.

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## CAREER GOALS – WHAT CAN I BECOME?



What are some jobs and careers that match who you are and who you want to be? While a career interest assessment must be taken by 8th grade, different assessments can be taken at any time to guide your next steps as your interests and career aspirations change.

### MY TOP CAREERS OF INTEREST:

- |                        |            |
|------------------------|------------|
| 1. Office Professional | 3. Stocker |
| 2. Courtesy Clerk      | 4.         |





a. Does the HSBP outline how the student will satisfy state and local graduation requirements?

# Kaleb's Graduation Pathway



**MY GRADUATION PATHWAY(S)**

Students must complete at least one Graduation Pathway that will help prepare you for the post-high school option you plan to pursue. Use this section of your HSBP to keep track of which graduation pathway(s) you meet. You may combine different ELA (E) and math (M) options.

<input type="checkbox"/> ACT and/or <input type="checkbox"/> SAT	Math Score = <input type="text"/> Date <input type="text"/> "ELA" Score = <input type="text"/> Date <input type="text"/> Math Score = <input type="text"/> Date <input type="text"/> "ELA" Score = <input type="text"/> Date <input type="text"/>
<input type="checkbox"/> ASVAB (AFQT Score) <i>* Only ASVAB scores from the student's jr. and/or sr. year are valid for military entrance/enlistment</i>	Student's AFQT Score = <input type="text"/> Date Taken <input type="text"/> <input type="checkbox"/> Jr. Year* <input type="checkbox"/> Sr. Year* Posted AFQT Score <input type="text"/> Date of Posted Score [updated on SBE website by 9/1 annually] <input type="text"/>
<input type="checkbox"/> CTE Course Sequence <i>[Does <u>not</u> need to meet specific standards for ELA and/or math; 2.0 total credits minimum]</i>	Course #1 Credit <input type="text"/> CTE Program Course #2 Credit <input type="text"/> CTE Program Course #3 Credit <input type="text"/> CTE Program Course #4 Credit <input type="text"/> CTE Program
<input type="checkbox"/> Dual Credit Class (E) <input type="checkbox"/> Dual Credit Class (M)	Course <input type="text"/> Grade <input type="text"/> Course <input type="text"/> Grade <input type="text"/>
<input type="checkbox"/> Dual Credit Exam (E) <input type="checkbox"/> Dual Credit Exam (M)	Exam <input type="text"/> Score <input type="text"/> Exam <input type="text"/> Score <input type="text"/>
<input type="checkbox"/> SBA / <input checked="" type="checkbox"/> WA-AIM (check which one)	<input checked="" type="checkbox"/> Math Score 146 <input checked="" type="checkbox"/> ELA Score 162
<input type="checkbox"/> Transition Course (E) <input type="checkbox"/> Transition Course (M)	Course <input type="text"/> Grade <input type="text"/> College (articulation agreement) Course <input type="text"/> Grade <input type="text"/> College (articulation agreement)

**What is your post-school goal? How is your chosen Graduation Pathway(s) preparing you?**

My goal is to obtain supported employment in an office setting. My high school diploma and IEP goals will help me obtain a paid position and give me the skills needed to work in an office setting



# IEP teams can support customizing and differentiating the HSBP experience to support student progress and engagement in the HSBP process.

**Where do you want to live?**

with my parents   with my sister   with my brother   with my friends   apartment   group home   my home

**What do you want to do?**

take classes   go on a trip   get married   have a family   have a job   get paid for working   hang out with friends   spend time with family

go to the movies   go for walks   be in a band   dance   sports   be outside   see a game   go camping

go shopping   swimming

Transition Case Study - Kaleb George - November 2020

Name: Kaleb George      Date: Nov 2019

**Work Readiness Skills: Self-Assessment**

Directions: Put a check under "I got it" or "I need more practice" for each skill.

Work Readiness Skill	I got it	I need more practice
1. Following directions	✓	
2. Reading company rules		✗
3. Finding information on my own		✗
4. Asking for help	✓	
5. Listening to others	✓	
6. Set goals	✓	
7. Be patient with others	✓	
8. Have a positive attitude	✓	
9. Offer help to others	✓	
10. Motivate self to finish work		✗
11. Create and make a budget		✗
12. Lead a group or activity	✓	
13. Work with computers	✓	
14. Use a business phone	✓	
15. Manage money	✓	

Name: Kaleb      Date: 2/4/2020

**Challenges in the Classroom and Beyond**

Directions: For each of the statements, mark the column that best describes you.

	Yes	No	Sometimes
I have a hard time paying attention in class.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am easily distracted by noises and movements.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is difficult for me to learn new information when presented orally.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I need visuals or videos to help me follow a multi-step task.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
It is difficult for me to participate in class discussions.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am hesitant to join in group discussions in social or work settings.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I forget what I am supposed to do after instructions.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I have difficulty understanding what I read.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading out loud is embarrassing for me.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

# Quality HSBPs: Outcomes



Students make informed class choices related to post-high school goals

- Result of increased collaboration between Special Services and School Counselors or Academic Advisors

Students are empowered to be active members of their transition planning process, seeing a stronger connection between the work they do and preparing to reach their goals for after school

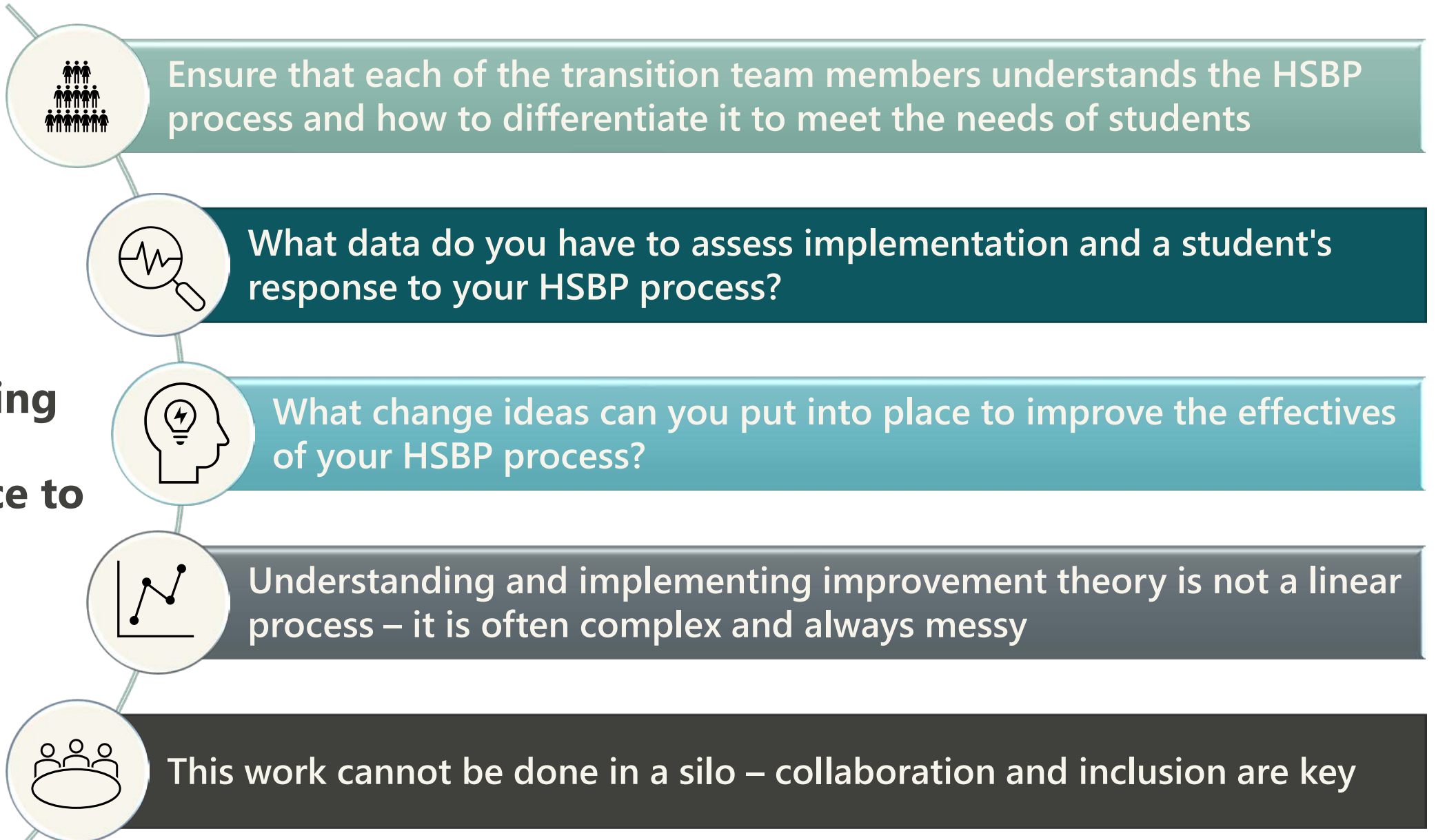
Students are prepared to pursue a post-high school goal that's meaningful to who they want to be and what they want to do

Schools are more aware and responsive to students' interests, goals, and needs

- HSBP data informs master scheduling and program development to better meet students' interests



## Transitioning From Compliance to Outcomes





# Resources

- The graduation requirements for each graduation class, including the most up to date information on the HSBP and each graduation pathway can be found in the Graduation Toolkit for each class. Here's a link to the [Graduation Pathway Toolkit, Class of 2022](#).
  - The minimum components of a HSBP are established in [RCW. 28A.230.090](#).
- General information about High School and Beyond Plans (HSBP) can be found on the [High School and Beyond OSPI webpage](#)
  - Optional [HSBP template](#)
- HSBP 101: Increasing Engagement with High School and Beyond Planning
  - [Webinar](#)
  - [Presentation Slide Deck](#)
- HSBP 201: Aligning HSBP and IEP Transition Plans
  - [Webinar](#)
  - [Presentation Slide Deck](#)





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