We’ll get started soon!
Supporting Students’ Transitions: Aligning HSBPs and IEP Transition Plans

OSPI-WSAC Webinar – January 27, 2021

Alexandra Toney, OSPI | Kelly McClure, Monique Patel & Kelsey Parke, University Place SD
Learn more about Washington Tribes

Link to this map: https://www.washingtontribes.org/

School District & Nearest Federally Recognized Tribes

Map Showing the Historical Overlap of Tribal Territories (N. Hemisphere)

To learn about your area, text your City and State to 907-312-5085
Tips for Participating

• Share comments and ideas in the Chat panel (send to “All”)

• Questions typed in the Chat will be answered as we go if time allows, or at the end

• Please stay muted unless the presenter invites open dialog

• Keep your video on if possible ~ visual cues help! 😊
Webinar Logistics

This webinar recording will be posted on OSPI’s YouTube channel; slides will be on OSPI’s CCR website.

Both the recording and the slides will also be posted on WSAC’s 12th Year Campaign website.

1.5 Clock Hours will be available for attending today’s webinar; email ronnie.larson@k12.wa.us with ?’s.
2020-21 OSPI-WSAC Webinar Series

March 31st, 1-2:30pm
Topic TBD ~ What do you most need?
Webinar Hosts, Tech Support and Presenters

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Who’s in the Zoom Room?

Who’s here?
- Career Counselor/Specialist
- School Counselor
- Special Education Case Manager/Teacher
- Graduation Specialist
- Community Based Organization
- District-level Staff
- Continuous Improvement Partner or Coach
- Parent
- Other (please write your title in the Chat)

How familiar are you with aligning HSBPs and IEP Transition Plans?
- A. Very
- B. Somewhat
- C. It’s new!
WSAC’S MISSION

We advance educational opportunities and attainment in Washington State.

- Policy and research
- Savings and financial aid programs
- Access and support programs
- Consumer protection
All students prepared for post-secondary pathways, careers and civic engagement

OSPI’s MISSION is to “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.”
OSPI’s New Strategic Goals

**Goal 2:**

Rigorous Learner-Centered Options in Every Community

Provide all students with access to challenging coursework, culturally responsive and anti-racist curriculum, and pathways to graduation and beyond that meet their unique interests.

**Initial Objectives**
- Access to meaningful High School and Beyond Planning for all students beginning in 8th grade
- Equitable access to dual credit courses
- Flexibility in the 24-credit graduation requirement, providing for custom-tailored pathways and options
OSPI’s Equity Statement

Each student, family, and community possess strengths and cultural knowledge that benefit their peers, educators, and schools.

Ensuring Educational Equity Goes Beyond Equality

- 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
  - Students receiving English Learner services
  - Students who identify as LGBTQ+
  - Highly mobile student populations

Inclusion & Reimagining

- requires education leaders to develop an understanding of historical contexts;
- engage students, families, and community representatives as partners in decision-making;
- 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
In prioritizing equity, we acknowledge the pain and trauma resulting from our country’s historical roots in racism. We continue to stand in solidarity with our communities of color during these unprecedented times of civil unrest, especially with those who identify as, and/or are categorized as, Black and/or African American. As we continue to focus our efforts on leading with racial equity, we invite partnership and accountability in this important work.
Never Forgetting…

the industrialized murder of over 6 million Jewish men, women, and children by the Nazi regime, as well as the millions of victims of other cultural groups.

The survivors and their descendants are still here. We cannot let their experiences be forgotten.

Teaching and Learning best practices from the Seattle Holocaust Center for Humanity.

SAVE THE DATE:
Educating for Change: Ensuring Holocaust Remembrance in WA-State
April 15th, 2021: 11:00am-12:30pm
Words to carry with you...

“How wonderful it is that nobody need wait a single moment before starting to improve the world.”

Anne Frank

Anne Frank in Amsterdam in 1940, two years before she and her family went into hiding. PHOTO: ANNE FRANK FONDS BASEL, SWITZERLAND
Objectives

- Updates on **processes and best practices** for aligning HSBP’s and IEP Transition Plans
- Learn how University Place SD is equitably supporting all students
- Find out where to get **resources & support**!
What is the High School & Beyond Plan (HSBP)?

We want all learners to realize their hopes and dreams and we want to help them get there!

Who am I?
What can I become?
How do I become that?
HSBP Core Components [HB1599]

Requirements Since 2016

- Starts by 8th grade
  - Career Interest Inventory
  - Career Goal(s)
- Educational Goals
- Academic Course Plan
  - Dual Credit
  - College Bound Scholarship
  - CTE Equivalency Courses
  - Support classes (if needed)
- Résumé/Activity Log

Added by HB1599 (2019)

- Info about federal & state financial aid
- Students with IEPs get same HSBP planning, with similar staff, as classmates
- 10\textsuperscript{th} Grade HSBP Update: SBA scores\(^{*}\) must inform 11\textsuperscript{th} grade course choices
- Acad. Accel. by 2021-22

\(^{*}\) School Closures negated the ability to use SBA scores to inform junior year courses for the Class of 2022
Transition and High School and Beyond Plans

https://float-production-blog.storage.googleapis.com/2020/01/cross-collaboration-Fcast.png
2020 WA Students with Disabilities, by Eligibility Category

K-12 Students with Disabilities: 137,052

2018-19 Post-School Outcomes

- Higher Education: 19.5%
- Competitive Employment: 33.5%
- Other Education/Training: 4.3%
- Other Employment: 14.8%
- No Engagement: 27.9%

HSBP Case Study:
Kaleb, Adult Student with Transition Supports

Guidelines for Aligning HSBP and IEP Transition Plans Document Suit
➢ Appendix B: Sample HSBPs and IEP Transition Plans
High School and Beyond Plan Template

WHAT MUST BE DONE TO COMPLETE THIS GRADUATION REQUIREMENT?

Required elements of your High School and Beyond Plan (sections will be underlined):

- Identification of your career goals using a career interest inventory.
- Identification of your educational goals.
- A course plan that meets state and local graduation requirements, aligns with your career and educational goals, and documents your chosen graduation pathway(s).
  - As part of the course planning process, students must be informed of and provided access to Dual Credit and College Bound Scholarship information and document any completed Career and Technical Education (CTE) equivalency courses.
- Evidence you received information about state and federal financial aid options.
- A current résumé or activity log.

By 8th grade, you will complete your first career interest inventory. The results can show you careers that match your interests, skills, and personality. This information may help you decide what classes to take in 9th grade. You should revise your plan each year to match your changing interests and ideas about what you want to do the year after graduating from high school.
IEP Symbol

Your plan should be revised as often as necessary to accurately reflect your changing interests, goals, and needs. If you also have an Individualized Education Plan (IEP) transition plan, your HSBP and IEP transition plan will be developed in alignment with each other. You may notice this IEP magnifying glass throughout the document as a cue for which information should be aligned.
Kaleb’s IEP

- Goals are functional in nature
- Post-Secondary Goals:
  - **Education/Training:** Kaleb will receive on-the-job-training in an office setting.
  - **Employment:** Kaleb will obtain employment in an office setting, with job coaching supports.
  - **Independent Living:** Kaleb will independently manage his money

### Summary of Services Matrix

<table>
<thead>
<tr>
<th>Service</th>
<th>Frequency</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptive</td>
<td>630 mpw</td>
<td>Special Education</td>
</tr>
<tr>
<td>Reading</td>
<td>150 mpw</td>
<td>Special Education</td>
</tr>
<tr>
<td>Writing</td>
<td>150 mpw</td>
<td>Special Education</td>
</tr>
<tr>
<td>Math</td>
<td>150 mpw</td>
<td>Special Education</td>
</tr>
<tr>
<td>Adaptive</td>
<td>750 mpw</td>
<td>General Education</td>
</tr>
<tr>
<td>Communication</td>
<td>30 mpw</td>
<td>Special Education</td>
</tr>
</tbody>
</table>
# My High School and Beyond Plan

**Name:** Kaleb George  
**SSID:** 0000001  
**School(s):** Western Gorge High School  
**Grad Year:** 2020 (Grad Cohort 2018)  
**School Counselor/Advisor/Case Manager:** Mary Jones

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## Personal Profile

### Who Am I?

**What interests, skills, abilities, values, goals, dreams, and personality traits fit you?**

**Middle School:**
- I am friendly, easy going and driven.
- I like to work with my hands and work in groups.
- I want to live at home to live with my parents and have money to buy things for my friends.
- I want to get a job where I can help people.
- I want to learn more about money and want to be a better singer and play sports.
- I love to cook.

**High School:**
- I am friendly, have good hygiene, can follow directions and am flexible.
- I learn best by seeing and doing.
- I want to live with my parents, get a paid job in an office and spend time with my family.
- I want to take a swimming or singing class and learn how to independently shop.
- To be successful I need clear expectations, routines, written schedules and task lists.

To achieve my goal of working in an office setting I am working on:
- Carrying my allowance money in a wallet and using a weekly budget.
- Using a checklist and timer to stay focused, get tasks done and manage my time.
- Practicing conversations and asking for help in the community.
- Practicing finding information on my own.
- Using my cellphone to communicate my location and other information to my family.
- Participating in the School to Work Program.

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## Highlights

- **Student driven and has student first language**
- **Developed collaboratively with the students/young adults**
- **Highlights strengths, dreams and goals**
Strengths Assessment 1

*Directions:* Look at the list of strengths below. Circle all the strengths you think apply to you!

- Friendly
- Honest
- Creative
- Postive attitude
- Likes working
- Good hygiene
- Flexible
- Following directions
- Polite
- Patient
- On time
- Confident
- Good listener
- Quick learner
- Organized

10/2019

Strengths Assessment 2

*Directions:* Look at the list of strengths below. This time, only circle the top 3 strengths that represent you.

- Friendly
- Honest
- Creative
- Postive attitude
- Likes working
- Good hygiene
- Flexible
- Following directions
- Polite
- Patient
- On time
- Confident

2/4/20

How many should I circle? ONLY 3!

CCTS: T-folio (transition portfolio tool)

- Strength Assessment

Kaleb

pgs. 14-15
Student Discovery Activities: Goal Setting

[Diagram showing various options for living and activities]

Name: Kaleb George

1. My specific goal for employment is:
   - Get a paid job in an office
   - Get a paid job that's a grocery store
   - Get another type of paid job
   - Practice hopping my resume
   - Practice job skills before I apply for a job

2. My specific goal for education is:
   - Go to a college to take math and reading classes
   - Take a cooking class
   - Take a swimming class
   - Take another type of class

I would like to meet my goals in:

1 week
1 month
1 year
Other
Student Discovery Activities: Skills/Challenges

CCTS: T-folio (transition portfolio tool)
- Challenges in the Classroom and Beyond
# Career Goals and Educational Plan

## 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
2. Courtesy Clerk
3. Stocker
4. 

## 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)
  - Specialty or Career College
  - Technical College
  - Two-year College
  - Four-year College (includes ROTC and Military Academies)
  - Other:

#### My Back-Up Post-High School Goal
- On-the-job training in a warehouse setting with supports
  - Apprenticeship
  - Military (enlist)
  - Specialty or Career College
  - Technical College
  - Two-year College
  - Four-year College (includes ROTC and Military Academies)
  - Other:

## Employment (Required to be addressed for all students)

### Measurable Postsecondary Goal(s)

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

### Transition Services (List Transition Services related to Employment, including IEP goal number(s) if applicable)

<table>
<thead>
<tr>
<th>Transition Service</th>
<th>Staff/Agency Responsible</th>
<th>IEP Goal #</th>
</tr>
</thead>
<tbody>
<tr>
<td>School District</td>
<td>G42: Communication; Reciprocal Conversations, G47: Communication; Functional Communication, G48: Reading; Self-Management, G44: Math; Time Management</td>
<td></td>
</tr>
</tbody>
</table>

## Education/Training (Required to be addressed for all students)

### Measurable Postsecondary Goal(s)

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

### Transition Services (List Transition Services related to Education/Training, including IEP goal number(s) if applicable)

<table>
<thead>
<tr>
<th>Transition Service</th>
<th>Staff/Agency Responsible</th>
<th>IEP Goal #</th>
</tr>
</thead>
<tbody>
<tr>
<td>School District</td>
<td>G41: Reading; Self-Management, G44: Math; Time Management, G45: Adaptive; Cellphone Safety, G46: Written Language; Informational Texting</td>
<td></td>
</tr>
</tbody>
</table>
### Course Planner

**MY PERSONALIZED PATHWAY REQUIREMENT (PPR)**

Depending on how many total credits your high school requires, there are at least 7 "flexible" credits – 4.0 electives and up to 3.0 PPR credits – that you can use to choose classes that explore possibilities and best prepare you for the post-high school option you want to pursue.

For the 2.0 World Language and/or second 1.0 Fine Art credit requirements, the PPR allows you to substitute course(s) that better align with your career or educational plan. Course substitution decisions must be aligned with your post-high school plan. Please note that while World Language is only required for 4-year college admissions, it is a critical skill in an increasingly global society and economy.

**Top Career(s) of Interest: Office Clerk**

- Post-High School Education/Training Plan (click on the box next to your current first choice plan):
  - [ ] On-the-job training
  - [ ] Tech College/Program
  - [ ] Military
  - [ ] Apprenticeship
  - [ ] 2-year college
  - [ ] 4-year college
  - [ ] Other: Click to enter text.

**Course(s) Replacing Fine Art (up to 1.0): Not Applicable**

**Course(s) Replacing World Language (up to 2.0 credits):**
- Career Development (1.0)
- Transition Course (1.0)

### How does my career interest connect with the PPR course(s) I am taking or plan to take?

My transition courses are preparing me for on the job training to become an office clerk.

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**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.

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>GR 9</th>
<th>GR 10</th>
<th>GR 11</th>
<th>GR 12</th>
<th>12 Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Applied Communications (1.0)</td>
<td>Applied Communications (1.0)</td>
<td>Academic Work (1.0)</td>
<td>Employment Literacy (1.0)</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Personal Finance (0.5)</td>
<td>Personal Finance (0.5)</td>
<td>Pre-Vocational Training (0.5)</td>
<td>Pre-vocational Training (0.5)</td>
<td>Transition Services (1.0)</td>
</tr>
<tr>
<td>Science</td>
<td>Applied Life Science (1.0)</td>
<td>Applied Science (1.0)</td>
<td>US History (1.0)</td>
<td>Civics (0.5) Psychology (0.5)</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>World Studies (1.0)</td>
<td>World Studies (1.0)</td>
<td>US History (1.0)</td>
<td>Civics (0.5) Psychology (0.5)</td>
<td></td>
</tr>
<tr>
<td>Health and Fitness</td>
<td>Success Oriented PE (0.5)</td>
<td>Creative Dance (1.0)</td>
<td>Core PE (0.5) Health (0.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Arts or PPR</em></td>
<td>Arta/Crafts (1.0)</td>
<td>Success Oriented Music (0.5)</td>
<td>Drawing and Painting (0.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>World Language or PPR</em></td>
<td>Career Development (1.0)</td>
<td>Career Development (1.0)</td>
<td>PPR: Transition Courses (1.0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Technical - CTE</td>
<td>Career Awareness (1.0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Electives</td>
<td>Advisory (0.25)</td>
<td>Advisory (0.25)</td>
<td>Advisory (0.25)</td>
<td>Developmental Learning (1.0)</td>
<td>Transition Services</td>
</tr>
</tbody>
</table>

|  | 9.25 | 9.25 | 9.25 | 4.75 |

Graduation requirements may vary. Please note:
- Local Graduation Requirements: The first column makes sure the credits required for graduation reflect your local high school’s credit requirements.
- College admission requirements: Refer to specific institutions’ admission requirements (Washington Student Achievement Council: [http://www.wsac.org](http://www.wsac.org))

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[Washington Office of Superintendent of PUBLIC INSTRUCTION](http://www.wac.org)
### 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.

<table>
<thead>
<tr>
<th>Pathway Type</th>
<th>Score Type</th>
<th>Date</th>
<th>Score Type</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT and/or SAT</td>
<td>Math Score</td>
<td>Date</td>
<td>&quot;ELA&quot; Score</td>
<td>Date</td>
</tr>
<tr>
<td>ASVAB (AFQT Score)</td>
<td>Student’s AFQT Score</td>
<td>Date Taken</td>
<td>&quot;ELA&quot; Score</td>
<td>Date</td>
</tr>
<tr>
<td>CTE Course Sequence</td>
<td>Course #1</td>
<td>CTE Program</td>
<td>Course #2</td>
<td>CTE Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Course #3</td>
<td>CTE Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Course #4</td>
<td>CTE Program</td>
</tr>
<tr>
<td>Dual Credit Class (E)</td>
<td>Course</td>
<td>Grade</td>
<td>Course</td>
<td>Grade</td>
</tr>
<tr>
<td>Dual Credit Class (M)</td>
<td>Exam</td>
<td>Score</td>
<td>Exam</td>
<td>Score</td>
</tr>
<tr>
<td>Dual Credit Exam (E)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Credit Exam (M)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBA / WA AIM (check which one)</td>
<td>Math Score</td>
<td>146</td>
<td>ELA Score</td>
<td>162</td>
</tr>
<tr>
<td>Transition Course (E)</td>
<td>Course</td>
<td>Grade</td>
<td>College (articulation agreement)</td>
<td></td>
</tr>
<tr>
<td>Transition Course (M)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.
Résumé

MY RÉSUMÉ OR ACTIVITY LOG

Objective: Briefly describe what you want and what you can bring to the organization.
I am a hardworking outgoing young adult seeking to be part of a company’s team as a friendly and effective office clerk.

Skills and Strengths: Remember, short points using action words.
- Typing, organization, greetings and following a schedule
- Filing and maintaining records

Education: High School, expected diploma date, related classes, GPA (if over 3.0),...

High school(s): Western Gorge Highschool
Diploma date: 6/10/2020
Related classes: Career Readiness, Pre-vocational training, Photography, Work Study

Experience: Work, activities, community service, leadership, awards, and recognitions.

<table>
<thead>
<tr>
<th>What did you do (name)?</th>
<th>For whom/what organization?</th>
<th>How long?</th>
<th>Main responsibilities and tasks?</th>
<th>Leadership? Accomplishments?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barista</td>
<td>Bean Coffee Shop</td>
<td>September 2017-June 2018</td>
<td>Making coffee, greeting customers, keeping a clear workspace and exchanging money</td>
<td></td>
</tr>
<tr>
<td>Volunteer</td>
<td>Connection Link</td>
<td>January 2018-June 2018</td>
<td>Stocking, bagging items and greeting customers</td>
<td></td>
</tr>
<tr>
<td>Mail Courier</td>
<td>Western Gorge School District Mail Room</td>
<td>September 2018-Present</td>
<td>Collect, sort and deliver mail, greet recipients</td>
<td></td>
</tr>
</tbody>
</table>
To Learn More:

Guidelines for Aligning Highschool and Beyond Plans & IEP Transition Plans Guidance Document

- Appendix A: Case Studies of HSBP and IEP Transition Plans
  - Kaleb: POSTED
    - Adult student receiving transition services to support his goal of working in an office setting
  - Sherrie: POSTING SOON
    - 10th grader who is using a CTE course sequence to support her goal of becoming a graphic designer

Email me at Alexandra.Toney@k12.wa.us
Take a QUICK stretch break!

QUESTIONS ANSWERED HERE EVEN THE SILLY ONES
University Place School District

HSBP/Transition Planning

Supporting Students’ Transitions: Aligning HSBP’s and IEP Transition Plans
INTRODUCTION

Today’s Objectives

01 Identified Need
Informed data decision making drives the work.

02 PLC Work
Explore how our PLC is working to align a student’s HSBP and IEP transition plan.

03 General Education Alignment
Learn how to collaboratively provide an inclusive and effective framework for high school and beyond planning.
EXPECTATIONS FOR ALL STUDENTS

The goal of Washington’s public education system is to prepare every student who walks through our school doors for postsecondary pathways, careers, and civic engagement.” -OSPI

“...students understand the importance of work and how performance, effort and decisions directly affect future educational and career opportunities and social responsibility.” -UPSD
UPSD COLLABORATION

- **Transition Support Amongst All Stakeholders**: Common vision and language used across grade levels - Junior High and HS Administration, Counselors and Special Ed Staff

- **Alignment**: HSBP, Transition Plans, Graduation Pathways and IEP Online

- **Individualization**: Utilizing tools that allow for differentiation at the student level

- **Capacity/Resources**: Providing common resources and training across grade bands and content areas.
Informed data decision making drives the work.
STUDENT IEPs and TRANSITION PLANNING
UPSD DATA DIVE

Post School Data
Percentage of student engagement in Post-Secondary Education/Training and Employment

PSESD Needs Assessment
Participation in ESSA project with ESD. Identified strengths and weaknesses and developed a plan to better improved areas of Transition Planning

HSBP Student Participation
Number of students with most significant abilities (Special Programs) who DID NOT participate in HSBP
POST-SCHOOL DATA

Any Engagement
- University Place
- Washington state

No Engagement
- University Place
- Washington state
High School and Beyond Plans

Special Programs Classrooms
Curtis JH and Curtis HS (2/2020)

**Grades 8-9** = 1 classroom, 11 students = 5/11 had less than 25% of required activities completed

**Grades 10-12** = 2 classrooms, 13/22 plans not started, 18/22 plans less than 40% of activities completed

**Community Transition Program, ages 18-21** = 1 classroom, 11/11 plans completed
SPECIAL PROGRAMS

PLC Work

Explore how our Professional Learning Community (PLC) is working to align a student’s HSBP and IEP transition plan.
SPECIAL PROGRAMS PLC

WHO WE ARE

Teachers
High school & Transition Program Special Programs teachers at Curtis HS

Administrators
Supported weekly by district, Career & Tech Ed. (CTE), and building administrators

Other partners
Collaborate periodically with related service providers, Junior High and Learning Resource teachers
Our 2021 goal is to align our HSBP and IEP Transition requirements and operationalize how we will support students in their transition journey year-to-year.

We have....

- Learned requirements, new guidelines, online platform
- Implemented HSBP platform at accessible level for each student
- Updated our roll-up process
- Reviewed the general education Scope and Sequence for HSBP
- Documented Xello alignment with IEP Transition Plan at levels K-2, 3-5, and 6-12
- Collaborated with teacher stakeholders and CTE
PLC GOAL - WHERE WE’RE GOING

- Operationalize the HSBP/IEP Transition Plan for Special Programs students
  - Align with OSPI guidelines for grades 10-12 to CTP, then grades 7-9
  - Identify our needs and areas of support
  - Clarify and engage in more intentional partnership with stakeholders/providers
  - Support HSBP/IEP teams in making transition decisions

- Improve cultural responsiveness in transition planning (incorporating learning from recent Puget Sound ESD training with Dr. Edwin Achola)

- Increase accessibility of general education lessons and activities for our students and our desire to include in gened setting

- Collaborate with Curtis HS providers, Junior High & Intermediate (ripple effect)
HELPFUL PRACTICES FOR OUR TEAM

1. Weekly meeting time & district PLC model
2. Regular guidance from CTE & SPED administrators
3. Multilayered planning with administrators.
4. Google Classroom/DRIVE for resource sharing & collaboration
5. Time to figure out what works.
Snapshot of our Google Classroom resource list and supporting documents in our PLC agendas.
Snapshot of a recent PLC activity where we reviewed the HSBP Platform general education scope and sequence and identified alignment with IEP Transition Plan components.
CURRENT TRANSITION STUDENT
HSBP/IEP ARTIFACTS & EXPERIENCES

Binder Portfolio
IEP, Transition & HSBP supporting documents

Digital Portfolio
Digital folder of employment documents

Agency linkages
Connections for transition to adult services

Community experiences
Volunteer experiences, resources & activities in all transition domains

Student-Led IEP & Exit presentation
Presentation to CTE Advisory Board and/or IEP Team

Supporting artifacts
Photos, videos, recommendations, evaluations, best works, etc.
SAMPLE:
Part of Portfolio Checklist

Part of our general Portfolio Checklist. Currently completed for most students while they are in the Transition Program.

<table>
<thead>
<tr>
<th>Section 1: Required Portfolio Items</th>
<th>Progress</th>
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<tbody>
<tr>
<td>Portfolio Cover Sheet</td>
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<td>KSP/BIEP Checklist</td>
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<td>SPIN (Strengths, Preference, Interests, Needs)</td>
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<td>Section 2: Demographic Documents &amp; Certifications</td>
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<td>Guardianship/POA paperwork (if applicable)</td>
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<td>CPR/First Aid Card</td>
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<td>Immunization Record</td>
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<td>Medical Contacts</td>
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<td>Other Documents &amp; Certifications</td>
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<td>Section 3: KSBP &amp; IEP Documents</td>
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<td>KSBP Intake Documents</td>
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<td>Student-Led IEP</td>
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<td>Transition Assessment Results</td>
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<td>Summary of Performance</td>
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<td>Course Schedule &amp; Transcript</td>
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<td>Community Service Log</td>
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<td>State Assessment Documentation</td>
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<td>Certificates &amp; Awards</td>
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<td>Letters of Recommendation</td>
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<td>Vendor Contact</td>
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<td>School to Work/JV Agreement &amp; Service Logs</td>
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<td>Person-Centered Plan</td>
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SAMPLE: Parts of Student-Led IEP

Sample slides from a graduate’s Student-Led IEP (which can become an exit presentation)
Learn how to collaboratively provide an inclusive and effective framework for high school and beyond planning.
Prior to HB1599:
Students were pulled to the CCRC to complete HSBP and Registration.

Major Shifts:
- Career Cruising shifted to Xello. Registration expansion.
- Xello created a specific institution for our Special Programs students.

Present Practice:
Synchronous and Asynchronous lessons. Identifying key data and information.

ENTER PANDEMIC
XELLO RESOURCES AND PLATFORM

Data Collection and Reports
Data drives decisions. Used in registration, course planning, HSBP, and now Transition plans and IEPs.

Ease of use
For students. For teachers. For Parents.

Accessibility
6-12 Lessons are at the 6th grade level. Additional K-5 options are available. Add/remove lessons and assignments.

Transferability
Moves with student ID and can easily be exported.
THE RIPPLE EFFECT

- Data Informed Decision
- “Pandemic Effect” - “NEW normal”
- Regular meetings with CTP/Special Programs
  - When are transition plans being made?
  - Who feeds to this program?
- Meeting with Curtis Junior High Special Programs
  - Vertical Alignment
  - Who else needs to be at the table?
- Learning Resource Center Program
  - Replicate with Case Managers
- General Education
The WHY BEHIND THE WHAT

The CHS mission: To ensure all students learn at high levels in a safe, caring environment

The CHS Vision: Our paramount duty is to enable viable economic choices and futures for all our students
RECOMMENDATIONS

Learn how to collaboratively provide an inclusive and effective framework for high school and beyond planning.

Vertical Alignment
Think beyond your building

It Takes a Village
Who is responsible? This takes collaboration.

Students First
The why behind the what.

Pathways
Graduation Pathways and Course Offerings

Be Brave
We are in the start of this too

Start Small
Grainsize change
THANKS!

What questions do you have?

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A Few Final Thoughts....
Hello __________,
You are receiving __________ scholarship information because going to college is a goal in your High School & Beyond Plan. Please contact me ________ if you have questions or need help.

Hello ________,
You are receiving an invite to this virtual college tour because you’ve saved WSU in your High School and Beyond Plan..... (Go Cougs! 😊)

Visit WSU Virtually
Use HSBPs & SLCs to Connect with Families!

- showcase HSBP platform at parent nites
- share HSBP video from ReadyWA...
- facilitate Student Led Conferences/IEPs
- use HSBP to frame hope for the future w/ parents if student is struggling
- share HSBP updates in newsletters, emails and on social media
- Engage parents as career speakers, mentors, and job shadow, workplace tour and internship providers
THANK YOU!

YOU are doing A FREAKING GREAT JOB.

and OTHER REMINDERS OF YOUR AMBROSINESS

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