

# Connecting the Dots: Partnering & Planning for Transition

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**PUBLIC INSTRUCTION**

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# Today's Discussion:

- State of the State: Graduation, Transition, and Priorities
- Starting with Why: Urgency for Equity
- Overview of IDEA, Special Education, and Transition
- IEP and High School and Beyond Plan Case Study: Sherrie
- Discussion & Questions

# OSPI Strategic Goals

OSPI supports and empowers students, educators, families, and communities through equitable access to high-quality curriculum, instruction, and supports. Our shared focus is supporting all our state's learners by providing coordinated, data-driven resources and supports to school districts. At the center of our work are our commitments to eliminating opportunity gaps and to supporting students furthest from educational justice. We are committed to undoing deficit narratives, policies, and practices; and building our knowledge and leadership for anti-racist policy and implementation.

Goal  
1

## Equitable Access to Strong Foundations

Increase student access to and participation in high-quality early learning and elementary by amplifying and building on inclusive, asset-based policies and practices.



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.



Goal  
3

## A Diverse, Inclusive, and Highly Skilled Workforce

Prepare all students with educators who are reflective of our global society by increasing access to a workforce that is diverse, culturally responsive, and racially literate.



Goal  
4

## A Committed, Unified, and Customer-Focused OSPI

Support school districts through consistent, timely, and meaningful funding and supports that center the needs of students. Agency operations unified in facilitating services and resources.



# Graduation Pathways for All Students

## ELA & Math

### ELA

**Test:** SBA, WA-AIM, AP, IB, SAT, ACT

**Course:** Bridge to College, Dual Credit, AP, IB, Cambridge

### Math

**Test:** SBA, WA-AIM, AP, IB, SAT, ACT

**Course:** Bridge to College, Dual Credit, AP, IB, Cambridge

## CTE

2 credits; same CTE program area; dual credit or leads to IRC

Locally developed through rule-writing process; can be locally designed & submitted to state

## Armed Services Vocational Aptitude Battery (ASVAB) Test

## Additional routes to graduation in 2021 and 2022

**Certificate of Individual Achievement (CIA)\***

**Graduation Requirements Emergency Waiver (GREW)**

# OSPI Strategic Planning 2021-2024

Priority: Co-design and incentivize special education priorities to shape equitable outcomes for all students with disabilities by leveraging diverse, inclusive learning environments, and celebrating models of excellence.

## Partnering for Equity

- Partner with students, families, CBOs, and PD providers.
- Anti-racist, accessible, culturally responsive, communications.
- Recruit, retain, and support staff of color & with disabilities.

## Shaping Inclusionary Outcomes

- Resources & training to eliminate use of restraint and isolation.
- Support students served in district, in neighborhood schools.
- Inclusive early learning opportunities.

## Leading with Intention

- Model alignment of fiscal, data, program, and dispute resolution.
- Data analysis for monitoring & dispute resolution trends.
- Fiscal guidance to support staffing & funding innovations.

## Fostering Excellence

- Explore models of excellence in IPP & MTSS.
- Cross-collaboration, including ECSE and Tribal partners
- Explore diversity in local/regional "grow your own" routes.



# OSPI Strategic Goals & Graduation Pathways

## Evidence-based Predictors:

- Career readiness & work study
- Inclusion & programs of study
- Career & Technical Education (CTE)
- Diploma status (and HSBP)
- Self-Determination & Self-Advocacy
- Family Involvement

## Change ideas:

- Statewide, cross-agency collaboration for transition planning, policy, and practices.
- Identify (and scale) models of excellence – systems that have shifted away from CIA and offer robust, inclusive HSBP processes and CTE options?

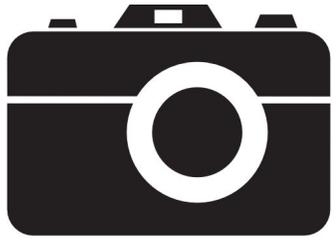
## Shape Impact:

- Every student with an IEP has a robust HSBP aligned to Transition Plan, resulting in a planned and completed graduation pathway.
- Transition planning student-driven, co-designed with families, and culturally responsive.
- Students exit with connections to adult agencies/supports.

## Continuous Improvement:

- Disaggregate graduation pathways data by district/school, by student group.
- Map post-school outcome data to graduation pathways.
- Collect data on level of student access for CTE pathways.





# Special Education Data Snapshot

- Washington serves 1.1M students, including 140K students with disabilities in over 2,500 public schools, across 295 school districts.
- 62% of all students with disabilities are included in general education for 80-100% of their school day.
- That same tier of inclusion in general education is 32% for students with intellectual & developmental disabilities.
- Over 30% of students with disabilities (and over 50% of students with intellectual & developmental disabilities!) are not engaged in any post-secondary activities one year after leaving school.

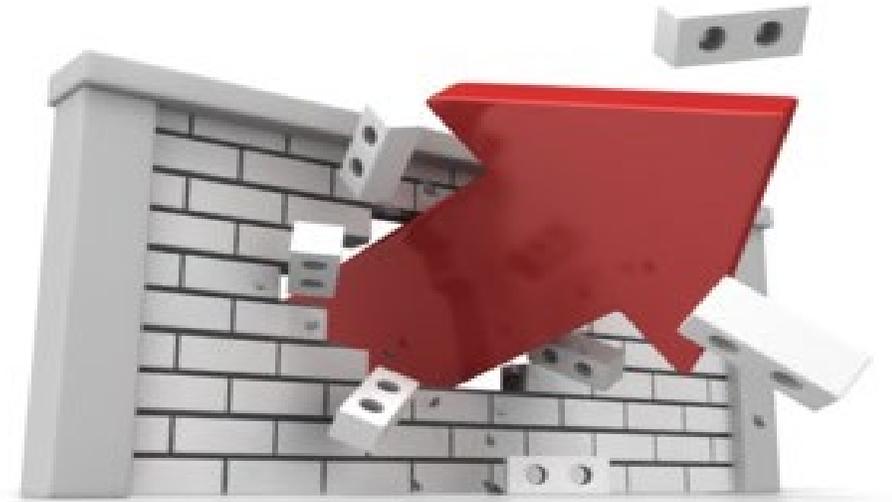
# Inclusionary Practices Project (IPP) Impact

Least Restrictive Environment (LRE)	Data Group	2018 Baseline	2021 Data	% Change from 2018 Baseline
LRE 1 (80-100% in general education)	Statewide Placement Data	56.6%	<b>62.4%</b>	<b>5.8%</b>
	IPP Pilot Districts (n=100)	44.2%	<b>59.2%</b>	<b>15.0%</b>
LRE 2 (40-79% in general education)	Statewide Placement Data	29.2%	<b>24.3%</b>	<b>- 4.9%</b>
	IPP Pilot Districts (n=100)	46.2%	<b>30.1%</b>	<b>- 16.1%</b>
LRE 3 (0-39% in general education)	Statewide Placement Data	12.8%	<b>11.7%</b>	<b>- 1.2%</b>
	IPP Pilot Districts (n=100)	11.7%	<b>9.4%</b>	<b>- 2.3%</b>

# The Equity Imperative

Barriers to equity for students with disabilities:

- Low expectations.
- Disproportionate identification & discipline.
- Lack of access and opportunity to core instruction from content experts.
- School schedules contribute to removals from core instruction in general education.
- Teacher and staff shortages.
- Training needs for school staff & educators who support them.
- Staffing models that encourage segregation.



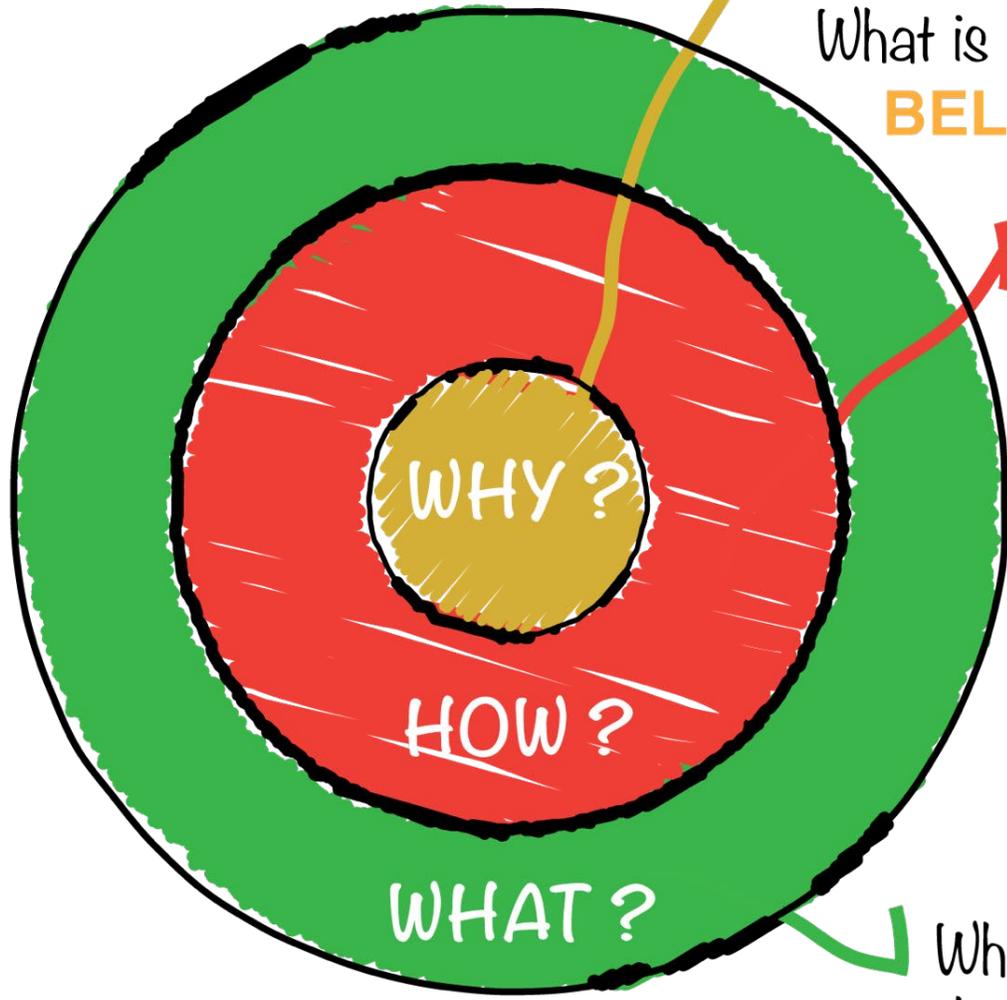
**How can we  
remove or  
reduce these  
barriers?**



# REFRAMING OUR MENTAL MODELS

Medical Model	Inclusive Model
Disability is a deficiency.	Differences are experienced by everyone.
Interventions should focus on normalizing the individual and their skills.	Interventions should help the individual interact with and access community.
Students with disabilities can be included when they can keep up with core content.	Learning environments should adapt to all types of learners and abilities.
Interventions are determined by the experts and professionals.	Interventions are focused on and driven by the strengths of the individual.

**GOLDEN CIRCLE**



Why: Do you do what you do?  
What is the purpose?  
**BELIEFS**

How: Do you do what you do?  
**PROCESS**

What: do you do?  
**RESULTS**

Source: Sinek, S. (2009). *Start with why: How great leaders inspire everyone to take action.* Portfolio.



# **The Individuals with Disabilities Education Act (IDEA) & Special Education**

# Center for Change in Transition Services



- Empowering educators to improve transition services for youth with disabilities through partnerships, research, and training
- OSPI Special Education State Needs Project, located at Seattle University
- <http://www.seattleu.edu/ccts>

# 6 CORE PRINCIPLES OF IDEA

- ❖ Child Find (Zero Reject)
- ❖ Nondiscriminatory evaluation
- ❖ Individualized Education Program (IEP) and Transition Services
- ❖ Free, appropriate public education (FAPE)
- ❖ Least restrictive environment (LRE)
- ❖ Due Process



# WHAT IS SPECIAL EDUCATION?

The term “special education” means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including—

- ❖ Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and
- ❖ Instruction in physical education. (20 U.S.C. §1401[29])



# ELIGIBILITY FOR SPECIAL EDUCATION

Students determined eligible for special education services must meet **all three** of the following criteria (or prongs):

- ❖ The student must have a disability or disabilities.
- ❖ The student's disability/disabilities adversely affect educational performance.
- ❖ The student's unique needs cannot be addressed through education in general education classes alone—with or without individual accommodations—and requires specially designed instruction (SDI).



# DISABILITY CATEGORIES IN WASHINGTON STATE

- ❖ Autism
- ❖ Communication Disorders
- ❖ Deaf-Blindness
- ❖ Deafness
- ❖ Developmental Delays
- ❖ Emotional/Behavioral Disability
- ❖ Health Impairments
- ❖ Hearing Impairments
- ❖ Intellectual Disability
- ❖ Multiple Disabilities
- ❖ Orthopedic Impairments
- ❖ Specific Learning Disabilities
- ❖ Traumatic Brain Injury
- ❖ Visual Impairments



## Q: What is an IEP?

A: A working document that outlines a student's educational program

- Present Levels of Performance
- Written goals & objectives (SDI)
- Frequency and process for progress monitoring
- Accommodations/modifications
- Related services
- Dates, duration, location & frequency of services
- Must be reviewed annually at minimum

# THE PURPOSE OF AN IEP

The IEP is the district's written offer to provide an eligible students with a free and appropriate public education (FAPE):

- ❖ Communication vehicle between parents and school personnel
- ❖ Commitment of resources
- ❖ Compliance monitoring tool
- ❖ Instructional management tool
- ❖ Evaluation device



# Who is on the IEP Team?

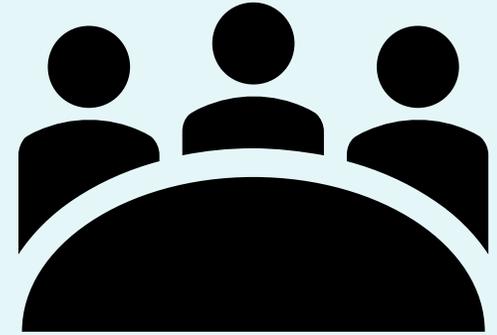
- ❖ Parents
- ❖ Special Education Teacher
- ❖ General Education Teacher
- ❖ School District Representative
- ❖ Someone to interpret test results of any evaluations
- ❖ Student (invitation required if transition services will be discussed)
- ❖ Others as needed



# Turn & Talk

In the past year...

- How many IEP meetings have you been invited to?
- Who invites you?
- Do you attend?
- Does the student attend?
- Does the student participate?





# IEP Components

# REQUIRED COMPONENTS OF AN IEP

- ❖ Student Information (disability, date of birth, primary language, etc.)
- ❖ Present Levels of Performance
- ❖ Annual Goals (short-term objectives required if taking the alternate state assessment)
- ❖ Measurement of Progress (must include when and how parents will be informed)
- ❖ Accommodations for State and District Testing
- ❖ Special Education and Related Services – including frequency, location, and duration
- ❖ Supplementary Aids and Services – to support progress in general education settings
- ❖ Placement and Participation with Peers Who Do Not Have Disabilities
- ❖ Transition Services (for students turning age 16 or older)
- ❖ Age of Majority (for students age 17)
- ❖ Other Considerations (e.g., Behavioral Intervention Plan or BIP, English learner services)



# What is SDI?

Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction, to:

- Address the unique needs of the student because of the disability
- Ensure access to the general curriculum, to meet the educational standards that apply to all students.

(Washington Administrative Code, WAC 392-172A-0117)

# Accommodations

- Changes made to the teaching environment
- Should be listed in the IEP
- Can include:
  - Physical arrangement of the room
  - Lesson presentation
  - Assignments and homework
  - Test-taking
  - Organization
  - Behavior management



# SDI vs Accommodations

Curriculum	Specially Designed Instruction	Accommodations
<b>Representation</b>	Significant changes in the rigor or expectation	Altered to enhance access and progress
<b>Content</b>	Substantially changed (e.g., significantly below grade level for testing)	Makes it accessible, but doesn't significantly change the work
<b>Grade level</b>	Based on student's IEP (e.g., pass/fail grades, modified program)	Grade-level standards

# TYPES OF ACCOMMODATIONS

## **Presentation of Instruction:**

- ❖ Clear, concise instructions.
- ❖ Record lessons; provide audio books.
- ❖ Multisensory: peers/groups, games, etc.

## **Student Responses:**

- ❖ Home/school communication.
- ❖ Cover/separate portions of tasks.
- ❖ Allow oral and/or visual responses.
- ❖ Allow use of technology.

## **Environment/Setting:**

- ❖ Preferential seating (front, corner).

## **Time/Scheduling:**

- ❖ Allow extra time.
- ❖ Frequent breaks.
- ❖ Scheduling of tasks/tests.

## **Organization:**

- ❖ Visual timers; tech reminders.
- ❖ Study guides, graphic organizers.
- ❖ Check-in/Check-out routines.

## **Student Products:**

- ❖ Reduce tasks to essential components.
- ❖ Provide choice in topics/types.



# Components of Transition Planning

Sequence and Flowchart

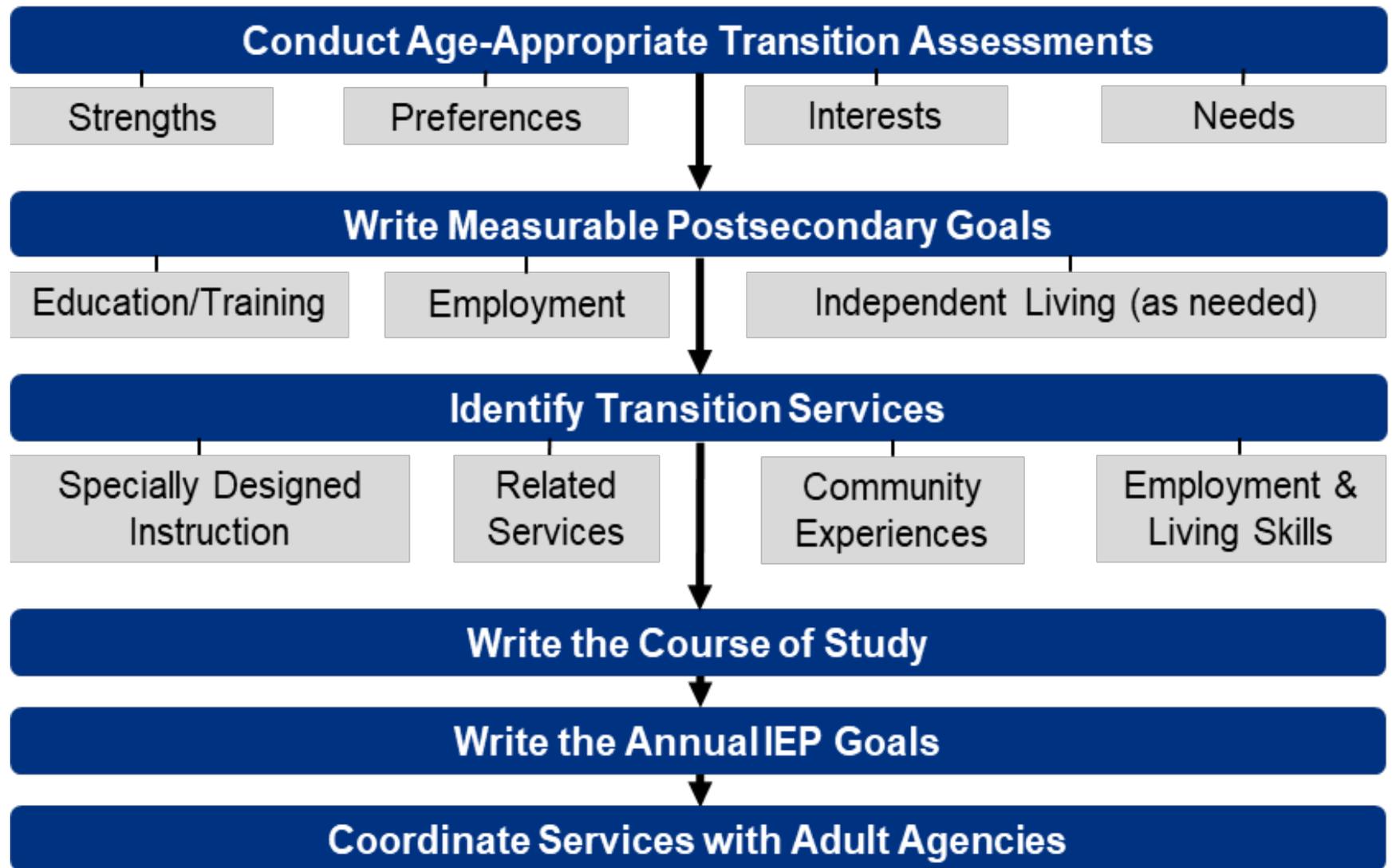
# Transition Services Sequence

1. Conduct Age-Appropriate Assessments
2. Write Measurable Postsecondary Goals
3. Identify Transition Services
4. Write the Course of Study
5. Write the Annual IEP Goals
6. Coordinate Services with Adult Agencies

(Kohler, 1996)

# Transition Services Flowchart

(Johnson, 2004)





# Let's Review a Sample IEP for Sherrie



# Excerpt: IEP with Secondary Transition – Student Information

Student name: Sherrie Brown Date of IEP meeting: 4/19/2019  
Student ID: 0000002 IEP annual review date: 4/17/2020  
Eligibility category: Specific Learning Disability Evaluation Date: 4/01/2017  
Primary language: English Birthdate: 02/05/2004 Age: 16 Grade: 10  
District: Western Gorge Serving School: Western Gorge High School  
Parent(s) name(s): Noah and Jayleen Brown Resident School: Western Gorge High School  
Primary language at home: English Interpreter needed?  Yes  No  
Surrogate parent:  Yes  No If yes, name: N/A  
Primary staff contact name: Mary Jones Title: Special Education Case Manager



# Excerpt: IEP with Secondary Transition – Present Levels

## **PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

*(including the strengths of the student and the concerns of the parents for enhancing the education of their student)*

Sherrie's strengths are in the area of short- and long-term memory and problem solving. Additionally, Sherrie excels at developing meaningful relationships with her peers and is very artistic and creative. Her learning disability in the areas of reading comprehension and written expression and requires specially designed instruction in the resource room and accommodations in her general education classes. Sherrie has a significant learning disability in reading (4.7 grade equivalency) and writing (4.0 grade equivalency). Her comprehension (with accommodations of recording and graphic organizers) is in the average range.

Academically, she maintained Bs with a C in Biology for the first semester of her 10th grade year. She met her IEP goals for her 9th grade year. She is currently earning As and Bs in her classes. Sherrie is interested in graphic design and computer design. She wants to attend a vocational technical school, or an art institute. Sherrie's secondary program should be delivered in the general education setting with special education support and include CTE classes in graphic design, CAD, and Web design.

[Example HSBP and Aligned IEP for a 10th Grade Student using a CTE Course Sequence](#)



# Excerpt: IEP with Secondary Transition – Annual Goals

Subject Area & Goal #	Measurable Annual Goals	Method/Criteria for Evaluating Progress
Reading: Comprehension  Goal #1	By 4/17/2020, when given a literary passage, assistive technology (audio), and a graphic organizer, Sherrie will verbally explain the relationship between characters, plot, setting, tone, point of view and theme from 45% to 85% accuracy.	As measured by teacher data, reviewed weekly
Written Expression:  Goal #3	By 4/17/2020, when given a prompt, Sherrie will utilize a graphic organizer to independently use the five-step writing process to write a three-paragraph narrative, descriptive or expository essay with main ideas and supporting details, increasing accuracy from 60% to 80% accuracy on a teacher-made writing rubric for 4 out of 5 consecutive work samples.	As measured by teacher data, reviewed weekly

[Example HSBP and Aligned IEP for a 10th Grade Student using a CTE Course Sequence](#)



# Excerpt: IEP with Secondary Transition – Accommodations

Subject(s)	Accommodations/ Modifications Needed	Subject(s)	Accommodations/ Modifications Needed	<b>POINTS TO CONSIDER:</b> <ul style="list-style-type: none"> <li>The IEP team determines which modifications and individual accommodations are necessary for the student.</li> <li>Copies of this page should be provided to the general education teacher(s) or other staff who will be responsible for making these accommodations.</li> </ul>
<b>Presentation</b>		<b>Setting</b>		
<b>All Subjects</b>	Audio Digital Books	<b>Math</b>	Preferential seating	
<b>All Subjects</b>	Provide study outlines/graphic organizers		Other:	
	Cloze Reading Strategy	<b>Response</b>		
	Read class materials orally		Speech to Text	
	Sign Language – ASL or SEE	<b>Math</b>	Allow use of a calculator	
	Shortened assignments	<b>ELA, Science, History, Vocational</b>	Allow use of digital recordings	
	Modify/repeat/model directions		Utilize oral responses to assignments/assessments	
	Rephrase test questions / directions		Spelling and grammar check	
<b>ELA, Science, History, Vocational</b>	Provide test/assessment study guide		Other:	

# Excerpt: IEP with Secondary Transition – Services

<b>SUMMARY OF SERVICES MATRIX</b>					
<b>Service</b>	<b>Initiation Date</b>	<b>Frequency</b> <i>(e.g., minutes per week)</i>	<b>Location</b> <i>(setting)</i>	<b>Duration</b> <i>(end date)</i>	<b>Staff Responsible for Delivering Service</b>
<b>Special Education</b> <i>(specially designed instruction):</i>					
Reading	4/19/2019	175 Minutes Weekly	Special Education	4/17/2020	Special Ed Teacher
Writing	4/19/2019	175 Minutes Weekly	Special Education	4/17/2020	Special Ed Teacher
<b>Related Services</b> <i>(i.e. – speech, motor, counseling, vision/hearing, transportation, interpreting services, orientation/mobility, parent training, etc.):</i>					
<b>Supplementary Aids and Services</b> <i>(allows student to be educated with non-disabled peers to the maximum extent in general education or other setting):</i>					

[Example HSBP and Aligned IEP for a 10th Grade Student using a CTE Course Sequence](#)



# Excerpt: IEP with Secondary Transition – Assessment

Student participated in IEP meeting? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If no, what steps were taken to ensure that the student's preferences/interests were considered?
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**AGE APPROPRIATE TRANSITION ASSESSMENTS** *(results of (in)formal assessments including student's needs, strengths, preferences, interests):*

surveys/questionnaires  profiles/portfolios  vocational assessment(s)  interview(s)

## Strengths:

- Has natural leading tendencies and thrives in roles where she can support others
- Using computers to create art and graphics

## Preferences:

- The option to listen to materials rather than read them
- To work at a job where she is able to be creative and create visual products

## Interests:

- Yearbook Committee
- Graphic design, art and computers

## Needs:

- Ability to record lectures and demonstrations; digital, recorded texts
- Graphic organizers and study guides

[Example HSBP and Aligned IEP for a 10th Grade Student using a CTE Course Sequence](#)



# Excerpt: IEP with Secondary Transition – Postsecondary Goals

Education/Training Postsecondary Goal(s) <i>(What the student will do after graduation)</i>		
<b>After graduation, Sherrie will enroll in a technical college or an art institute to study graphic design.</b>		
Education/Training Transition Services <i>(list Transition Services related to Education/Training, including IEP goal number(s) if applicable)</i>	Staff/Agency Responsible	IEP Goal #
Practice and support to fill out applications to technical colleges.	Special Ed & General Ed Staff	Goal 1, 3, 4
Practice and Support to draft and revise a resume.	Special Ed & General Ed Staff	Goal 1, 3, 4

Employment Postsecondary Goal(s) <i>(What the student will do after graduation)</i>		
<b>After graduation, Sherrie will be employed as a graphic designer.</b>		
Employment Transition Services <i>(list Transition Services related to Employment, including IEP goal number(s) if applicable)</i>	Staff/Agency Responsible	IEP Goal #
Three job shadow experiences in graphic design company.	Special Ed & General Ed Staff	N/A
Job preparation skills and review.	Special Ed & General Ed Staff	N/A

# Excerpt: IEP with Secondary Transition – Course(s) of Study

**COURSE(S) OF STUDY** *(list the course(s) of study needed to assist the student in reaching his/her postsecondary goals, unless already described above, or attach a list of courses)*

Grade 9: English 9, Algebra 1, Physical Science, PE, Health, Visual Communications, Graphic Design, Advisory

Grade 10: English 10, Geometry, Biology, PE, World History, Fitness for Life, Media Arts/Web Design Technology, Advisory

Grade 11: English 11, Algebra II, PE, US History, Commercial Art, Computer Application, Advisory, Yearbook 1

Grade 12: Creative Writing, Personal Finance, AP Computer Science Principals, Civics, Psychology, CAD Drafting and Design, Advisory, Yearbook 2

Sherrie will utilize a CTE course sequence as her graduation pathway.

- She is working towards completing a skills and technical CTE course sequence through her successful completion of Visual Communication and Media Arts/Web Design Technology courses, this is anticipated to be complete at the end of 2019.
- She is also working towards the completion of a second CTE course sequence in business and marketing by obtaining a passing grade in Computer application and AP Computer Science Principal courses by the end of her senior year.



# Review and Discuss



Take a few minutes to review and reflect on Sherrie's IEP and Transition Plan: [tinyurl.com/3hh4f498](https://tinyurl.com/3hh4f498)

- *Is there evidence in Sherrie's IEP that her postsecondary goals were developed based on her strengths, interests, preferences, and needs?*
- *Does Sherrie's IEP contain measurable postsecondary goal(s) that address: education/training and employment?*
- *Does her IEP contain transition services including course(s) of study to support her postsecondary goals?*





# **Diving Deeper with Sherrie: Planning for High School and Beyond**

# What is a High School & Beyond Plan (HSBP)?

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).

HSBPs are:

- Student-generated
- Student-facing
- Developed by 7<sup>th</sup> or 8<sup>th</sup> grade
- A state graduation requirement

# Transition Planning – HSBP Similarities

Elements	High School Beyond Plan (HSBP)	IEP Transition Plan
<b>Requirement</b>	State graduation requirement	Federal law
<b>Assessment</b>	Career Interest Inventory	Age-Appropriate Transition Assessment
<b>Goals</b>	Career and educational	Postsecondary and Annual IEP
<b>Course work</b>	Four-year plan for course-taking	Course of Study
<b>Summary</b>	Current résumé or activity log	Summary of Performance

# HSBP Case Study: Sherrie, 10<sup>th</sup> Grader

- Models a CTE course sequence graduation pathway
- Part of OSPI's [Guidelines for Aligning HSBP and IEP Transition Plans Document Suite](#)
- Access Sherrie's full case study here: [HSBP & Aligned IEP: CTE Course Sequence](#)



# Sherrie's HSBP: Personal Profile

- Student-driven
- Student-first language (“I” statements)
- Developed by Sherrie with staff support
- Highlights her strengths, dreams, goals

## 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 creative. I love art classes and learning about computers
- I know that the strategies that are helpful for me are guided notes, calculators and brainstorming activities for writing
- I want to live in an apartment in a big city and find a job where I can be artistic.
- I am good at art, computers, drama and I like learning more about science
- I want to take more art and computer classes in high school
- My dream job would be to be an animator for Pixar Films

### *High School:*

- I have a great memory. I love work that allows me to think creatively to solve a problem.
- I know that the strategies that help me be successful are to use a tape recorder during lectures, to have a calculator for math and use a graphic organizer for writing.
- I value creativity and finding new ways and innovative solutions to problems
- My dream is to learn more about computer design and become a graphic designer.
- I bring skills in photography, photo editing (including Adobe Photoshop), and using the Microsoft Suit to create products

# Sherrie's Education Goals and Plan

## IEP Postsecondary Education Goal

- After graduation, Sherrie will enroll in a technical college or an art institute to study graphic design

### 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:
- Apprenticeship
- Military (enlist)
- Specialty or Career College: an Art Institute to study graphic design (See IEP Transition Plan)
- Technical College:
- Two-year College
- Four-year College (includes ROTC and Military Academies)

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

- On-the-job training:
- Apprenticeship
- Military (enlist)
- Specialty or Career College
- Technical College
- Two-year College (study graphic design)
- Four-year College (includes ROTC and Military Academies)

# Sherrie's Career Goals

## Postsecondary Employment Goal:

- After graduation, Sherrie will be employed as a graphic designer

### **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. Graphic Designer
2. Computer Programmer
3. Animator
- 4.



# Sherrie's CTE Course Selection/Pathway Considerations

- Meaningful courses
- General CTE team considerations (leadership/extended learning connection to work based learning, collaboration)
- CTE equivalencies - to meet subject area graduation requirements

SUBJECT AREA	GR 9	GR 10	GR 11	GR 12
<b>English</b> Credits required for Graduation = 4	English 9 (1.0)	English 10 (1.0)	English 11 (1.0)	Creative Writing (1.0)
<b>Mathematics</b> Credits required for Graduation = 3	Algebra I (1.0)	Geometry (1.0)	Algebra II (1.0)	
<b>Science</b> Credits required for Graduation = 3	Physical Science (1.0)	Biology (1.0)		AP Computer Science Principles (1.0)
<b>Social Studies</b> Credits required for Graduation = 3		World History (1.0)	US History (1.0)	Civics (0.5) Psychology (0.5)
<b>Health and Fitness</b> Credits required for Graduation = 2	PE (0.5) Health (0.5)	Fitness for Life (1.0)		
<b>*Arts or PPR</b> Credits required for Graduation = 2*	Visual Communications (1.0)	Media Arts/Web Design Technology (1.0)		
<b>*World Language or PPR</b> Credits required for Graduation = 2*			Commercial Art (1.0)	CAD Drafting and Design (1.0)
<b>Career Technical - CTE</b> Credits required for Graduation = 1	Graphic Design (1.0)			
<b>General Electives</b> Credits required for Graduation = 4	Advisory (0.25)	Advisory (0.25)	Advisory (0.25) Yearbook 1 (1.0) Computer Application (1.0)	Advisory (0.25) Yearbook II (1.0) Personal Finance (1.0)
<b>TOTAL CREDITS: 24</b>	6.25	6.25	6.25	6.25

# Sherrie'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 checked="" type="checkbox"/> CTE Course Sequence <sup>2</sup>  <i>[Does <u>not</u> need to meet specific standards for ELA and/or math; 2.0 total credits minimum]</i>	<b>Career(s) of interest: Graphic Designer (in progress)</b> Course #1 <b>Visual Communications</b> Credit 1.0 Course #2 <b>Media Arts/Web Design Technology</b> Credit 1.0  <b>Career(s) of interest: Computer Programmer (planned)</b> Course #1 <b>Computer Application</b> Credit 1.0 Course #2 <b>AP Computer Science Principles</b> Credit 1.0
<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 type="checkbox"/> WA-AIM (check which one)	<input type="checkbox"/> Math Score <input type="checkbox"/> ELA Score
<input type="checkbox"/> Transition Course (E)	Course <input type="text"/> Grade <input type="text"/> College (articulation agreement)
<input type="checkbox"/> Transition Course (M)	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?

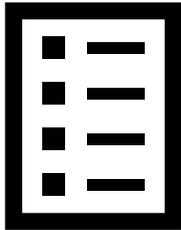
My goal is to enroll in a specialty college or art institute to study graphic design. I would like to obtain job in graphic design. By taking a CTE course sequence, I will build my skills, learn more about both computer programming and graphic design fields and be ready for technical school after I graduate.

# Sherrie's CTE Sequence Graduation Pathway

<input checked="" type="checkbox"/> CTE Course Sequence <sup>2</sup>  <i>[Does <u>not</u> need to meet specific standards for ELA and/or math; 2.0 total credits minimum]</i>	<p><b>Career(s) of interest: Graphic Designer (in progress)</b>            Course #1 <b>Visual Communications</b> Credit 1.0            Course #2 <b>Media Arts/Web Design Technology</b> Credit 1.0</p> <p><b>Career(s) of interest: Computer Programmer (planned)</b>            Course #1 <b>Computer Application</b> Credit 1.0            Course #2 <b>AP Computer Science Principles</b> Credit 1.0</p>
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- Collaboration is key
- CTE course sequences
- Multiple combinations of courses could serve as CTE pathway
- Locally approved sequence information

# Sherrie's Résumé



## MY RÉSUMÉ OR ACTIVITY LOG TRACKER



**Objective:** Briefly describe what you want and what you can bring to the organization.

I am a motivated young adult who demonstrates strong work ethic and creative ability and aim to apply my graphic design skills and artistic drive as a summer intern at your company. I will leverage my experience as an artist and graphic designer to contribute to your company's goals and needs.

**Skills and Strengths:** Remember, short points using action words.

- Proficient in the Microsoft Suit in a variety of applications to create work products
- Skilled in photography and utilizing Photoshop and Adobe Creative Suite
- Detail driven artist whose graphic design work was featured in the Western Gorge Highschool Yearbook and Western Gorge Highschool website.

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

High school(s): Western Gorge Highschool

Diploma date: 6/10/2022

Related classes: Visual Communications, Graphic Design, Media Arts/Web Design Technology

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

What did you do (name)?	For whom/what organization?	How long?	Main responsibilities and tasks? Leadership? Accomplishments?
Yearbook Committee Editor	Volunteer-Western Gorge Highschool	September 2019-Current	Supported the development of the school yearbook by editing and organizing photos in alignment with yearbook themes.
Logo Designer	Volunteer-Western Gorge Highschool	Project: September of 2020	Worked collaboratively with both school staff and club members to design the logo for Robotics Club. This was featured on club shirts, the yearbook and on the team website.
Volunteer	Busy Bee Child Development Center	September 2018-May 2019	Worked primarily with preschool age children to provide to childcare and deploy enrichment activities to support child growth.



# IEP Transition & HSBP Resources

- [High School and Beyond Plan Template](#)
- OSPI's [Secondary Transition and HSBP](#) webpage
- The HSBP Case Studies are Part of OSPI's [Guidelines for Aligning HSBP and IEP Transition Plans Document Suite](#)
  - Access Sherrie's full case study here: [HSBP & Aligned IEP: CTE Course Sequence](#)
  - We also developed a case study for an adult student with intellectual & developmental disabilities. Check out Kaleb's Case Study here: [HSBP & Aligned IEP: Adult Student WA-AIM](#)



# **COLLABORATION & TEAMING**

# PROFESSIONAL PARTNERSHIPS

## A Few Key Educational Terms:

- ❖ Collaboration
- ❖ Consultation
- ❖ Co-teaching (and co-planning!)
- ❖ Paraprofessionals
- ❖ Shared problem solving
- ❖ Improvement/Implementation Teams



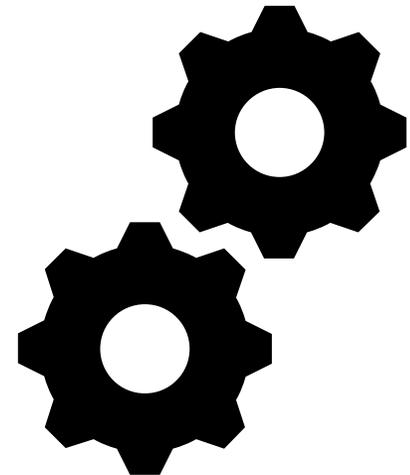
# PREREQUISITES FOR COLLABORATION

- ❖ Examine personal beliefs and preferences:
  - Recognition that shared efforts = better results.
  - Tolerance of different opinions; valuing others' expertise/ideas.
- ❖ Focus on relationships:
  - Communication skills: listening, attending nonverbals, questioning.
  - Productive interactions: shared problem solving, resolving conflict, persuading.
- ❖ Design supportive environments:
  - Administration support for collaboration.
  - Scheduling collaboration time.



# IEP Implementation... Requires Partnering!

- IEP is shared across partners implementing the IEP
- Teamwork
- Communication
- Coordination of activities
- Progress monitoring
- Progress reports



# FAMILIES AS EXPERTS AND CO-DESIGNERS

“You see my child in a wheelchair and worry about getting her around the building and keeping her changed. But remember, before you ever see her in the morning, I have gotten her out of bed, bathed her, cleaned her, washed her hair and fixed it, fed her, and dressed her. I have made sure that extra clothes are packed in case she has an accident, and I have written notes to teachers about her upcoming surgery.

When she’s at school I worry about whether she is safe, about whether kids fighting in the hall will care for her or injure her, and whether they are kind. And when she comes home, I clean up the soiled clothes, work with her on all the skills she is still learning, make sure that she has companionship and things to do, and then help her get ready for bed.

And I wonder what will be the best option for her when she graduates in 3 years. You can’t possibly know what it’s like to be the parent of a child like my daughter.”

--Mother cited in Friend & Bursuck, 2018, p.93.



# CLOSING DISCUSSION

- ❖ What are two new terms or concepts you learned today?
- ❖ What is something that surprised you?
- ❖ What is a question you still have?



# Transition Resources

- CCTS Transition Network on Basecamp
  - [Join the CCTS Transition Network on Basecamp](#)
- CCTS General Information
  - Visit [www.seattleu.edu/ccts](http://www.seattleu.edu/ccts)
  - Email [ccts@seattleu.edu](mailto:ccts@seattleu.edu)
  - Call 206-296-6494





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