



Photo by [Aaron Burden](#) on [Unsplash](#)

We'll
get
started
soon!



Washington Office of Superintendent of
PUBLIC INSTRUCTION



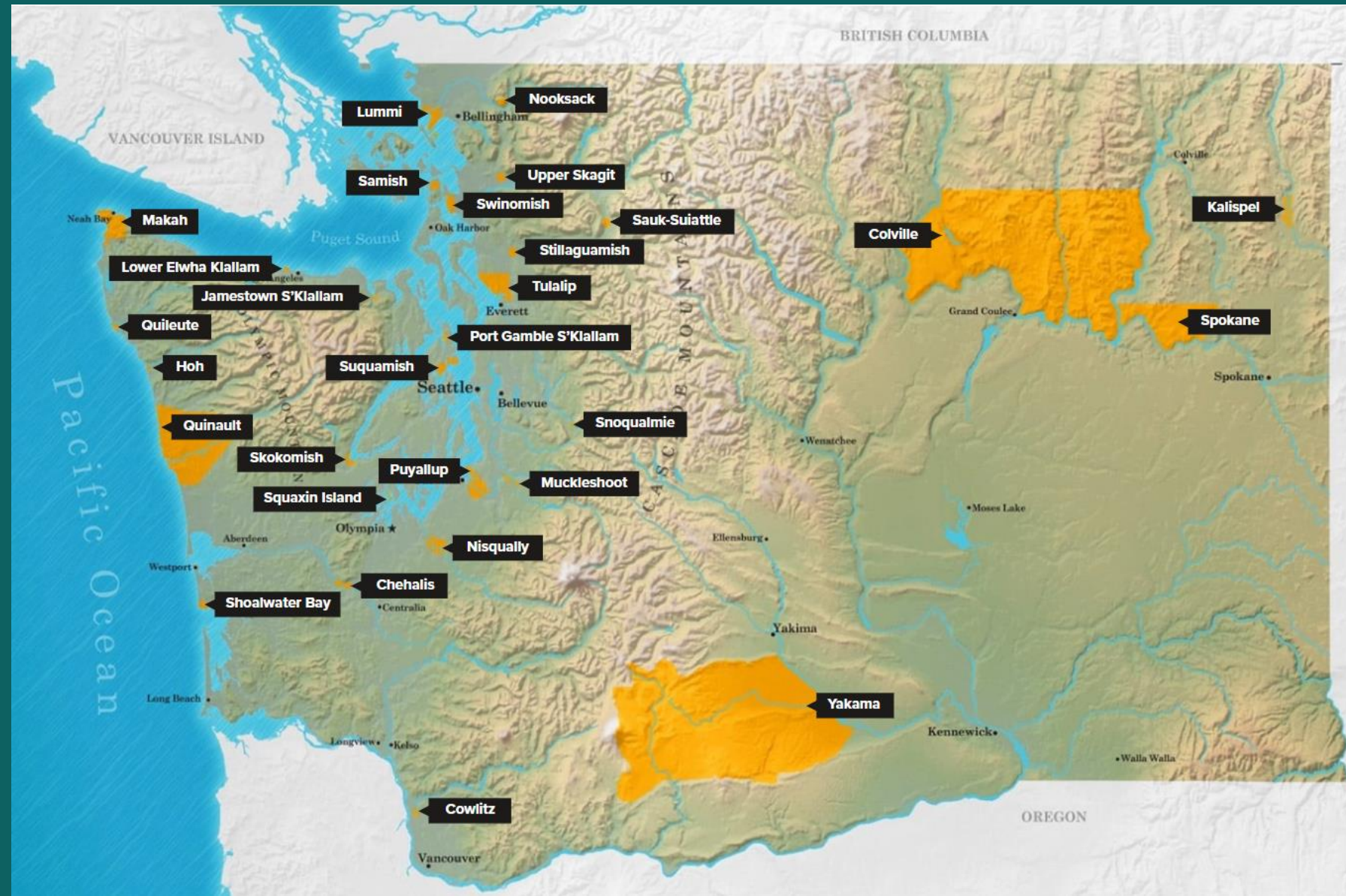
WASHINGTON STUDENT
ACHIEVEMENT COUNCIL
EDUCATION · OPPORTUNITY · RESULTS

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

Tribal Land Acknowledgement



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
- A. 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



OSPI

Vision
Mission
& Values



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.**”*



Ensuring Equity



Collaboration and Service



Achieving Excellence through Continuous Improvement



Focus on the Whole Child




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

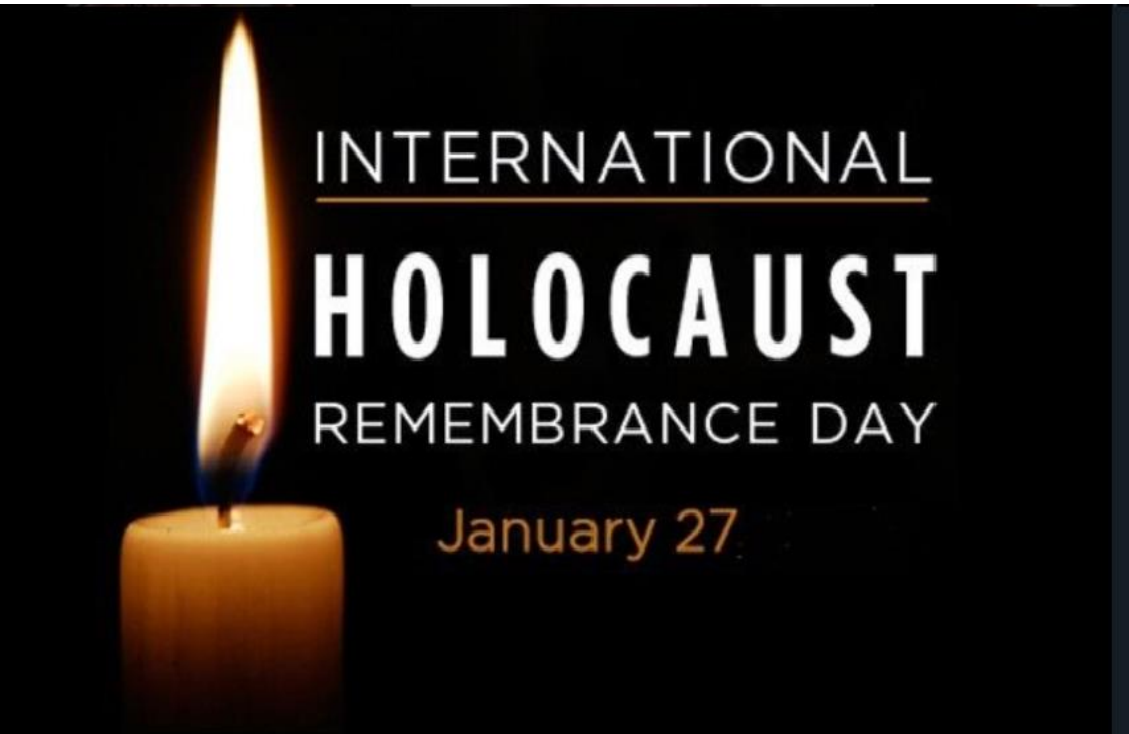
- requires education leaders to develop an understanding of **historical contexts**;
- engage students, families, and community representatives as **partners in decision-making**;
- actively **dismantle systemic barriers**
- replacing them with **policies and practices that ensure all students have access** 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...



HOLOCAUST
CENTER *for*
HUMANITY

Educate. Inspire. Take Action.

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



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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!**



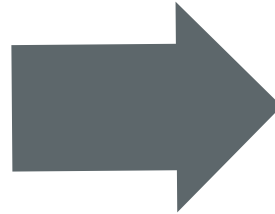
What is the High School & Beyond Plan (HSBP)?



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**
- **10th Grade HSBP Update:** SBA scores* must inform 11th grade course choices
- **Acad. Accel. by 2021-22**



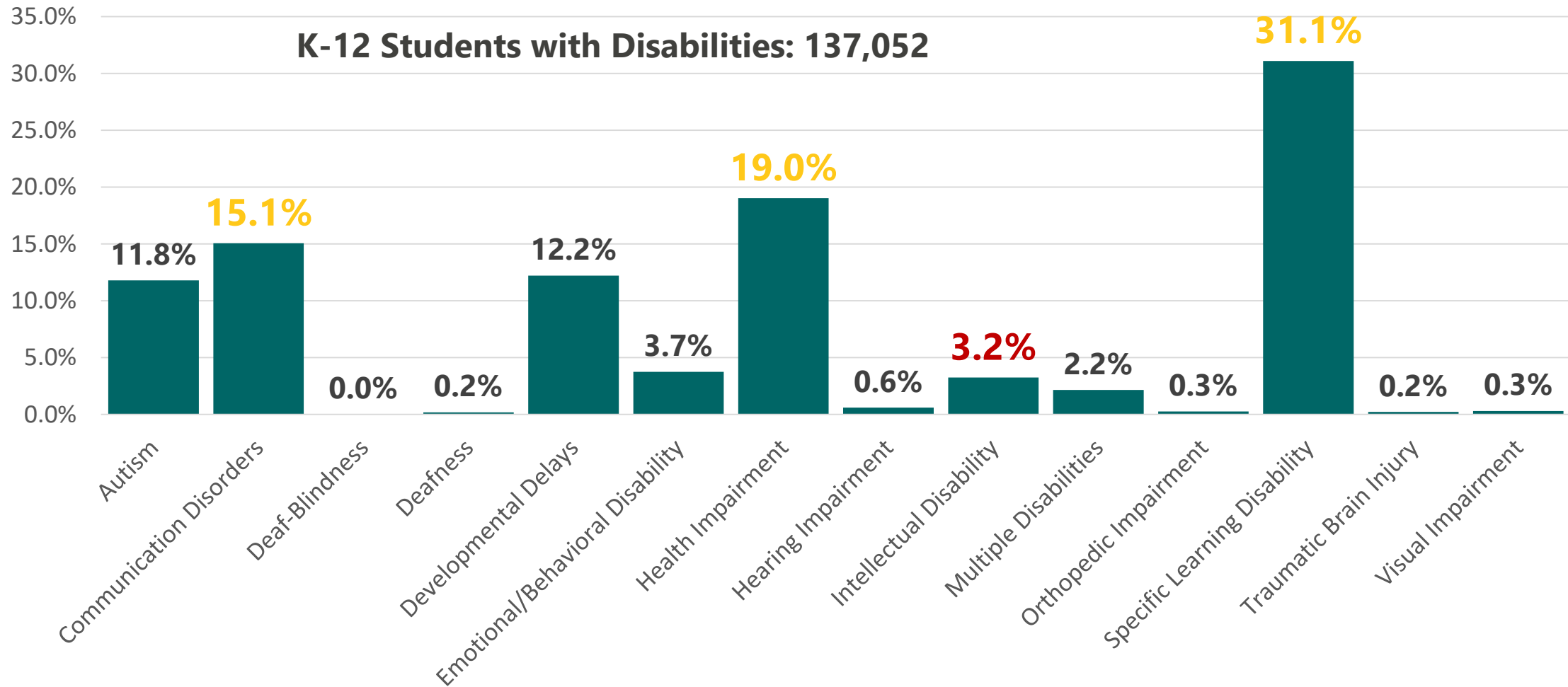
Transition and High School and Beyond Plans



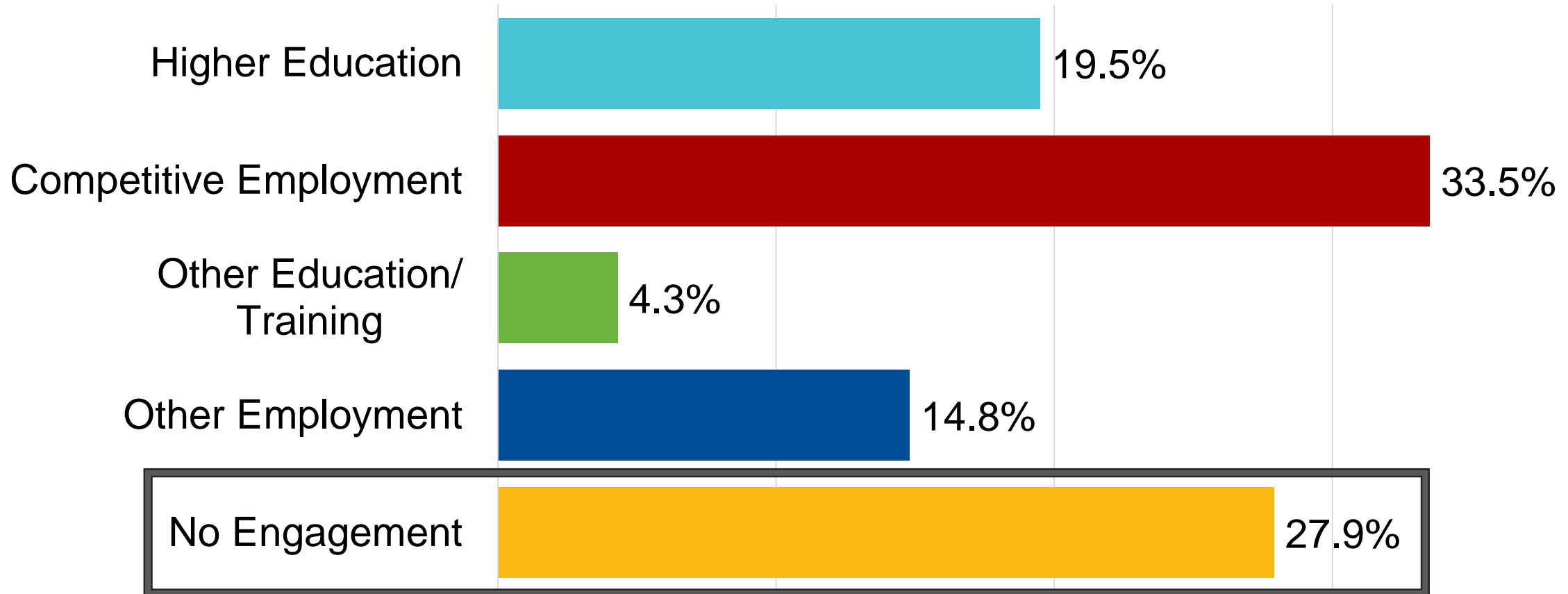
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2020 WA Students with Disabilities, by Eligibility Category



2018-19 Post-School Outcomes



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.

[High School and Beyond Template- Class of 2020 and Beyond](#)



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

**Kaleb
pgs. 29
& 26**

Summary of Services Matrix		
Service	Frequency	Location
Adaptive	630 mpw	Special Education
Reading	150 mpw	Special Education
Writing	150 mpw	Special Education
Math	150 mpw	Special Education
Adaptive	750 mpw	General Education
Communication	30 mpw	Special Education

- 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

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

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

Personal Profile

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



Student Discovery Activities: Identify Strengths

Kaleb
pgs.
14-15

10/2019

2/4/20

Strengths Assessment 1

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

List of Strengths:

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

Strengths Assessment 2

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

How many should I cirde? ONLY 3!

List of Strengths:

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



Student Discovery Activities: Goal Setting

Kaleb
pgs.
17-18

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 | go swimming

Transition Case Study - Kaleb George - November 2020

Page 18 of 20

Setting Goals Worksheet

Name: Kaleb George 12-7-19

1. My specific goal for employment is:

Get a paid job in an office | Get a paid job in a grocery store | Get another type of paid job | Practice typing 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 baking class | Take singing classes | Take a swimming class | Take another type of class

1. I would like to meet my goals in:

1 week | 1 month | 1 year | Other

Student Discovery Activities: Skills/Challenges



Kaleb
pgs. 16
& 20

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Reading company rules	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Finding information on my own	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Asking for help	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Listening to others	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Set goals	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Be patient with others	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Have a positive attitude	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Offer help to others	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Motivate self to finish work	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Create and make a budget	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. Lead a group or activity	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. Work with computers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14. Use a business phone	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15. Manage money	<input checked="" type="checkbox"/>	<input type="checkbox"/>

T-Folio / Unit 1 / Lesson 4 / Challenges in the Classroom and Beyond

Name: Kaleb George

Challenges in the Classroom and Beyond

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

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



Career Goals and Educational Plan

EMPLOYMENT <i>(Required to be addressed for all students)</i>		
Measurable Postsecondary Goal(s)	Upon leaving public school, Kaleb will obtain employment in an office setting, with job coaching supports.	
Transition Services <i>(list Transition Services related to Employment, including IEP goal number(s) if applicable)</i>		
Transition Service	Staff/Agency Responsible	IEP Goal #
Kaleb will explore and applying for eligibility with DVR/DDA (if not already a client) to support employment in an office setting.	School District	G#2: Communication: Reciprocal Conversations, G#7: Communication: Functional Communication, G#1: Reading: Self-Management, G#4 Math: Time Management



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)
- 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:

EDUCATION/TRAINING <i>(Required to be addressed for all students)</i>		
Measurable Postsecondary Goal(s)	Upon leaving public school, Kaleb will receive on-the-job-training in an office setting.	
Transition Services <i>(list Transition Services related to Education/Training, including IEP goal number(s) if applicable)</i>		
Transition Service	Staff/Agency Responsible	IEP Goal #
Kaleb will visit work sites to job shadow an office assistant in 3 different work environments (private business, manufacturing, school)	School District	G#1: Reading: Self-Management, G#4 Math: Time Management, G#5: Adaptive: Cellphone Safety, G#6 Written Language: Informational Texting



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

Graduation requirements may vary. Please note:

- Local Graduation Requirements: In the first column make sure the credits required for graduation reflect your local high school's credit requirements.
- College Admissions Requirements: Refer to specific institutions' admission requirements or Washington Student Achievement Council (<http://www.wsac.wa.gov/>)



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 in 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 or tap here 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.



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),.. 3.88

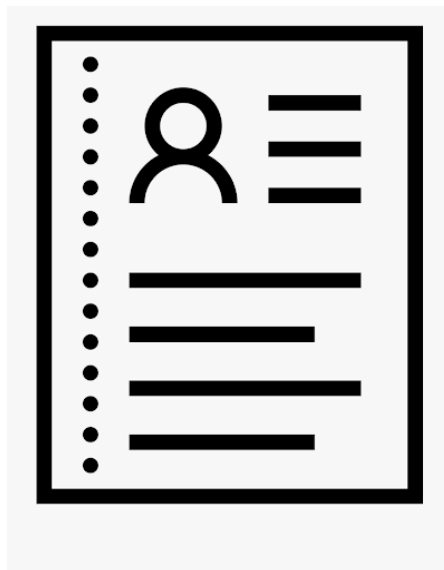
High school(s): Western Gorge Highschool

Diploma date: 6/10/2020

Related classes: Career Readiness, Pre-vocational training, Photography, Work Study

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

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



Résumé



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



**QUESTIONS
ANSWERED
HERE
EVEN THE
SILLY ONES**

**Take a QUICK
stretch break!**



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.



Kelly McClure, Executive
Director of Special Services



Monique Patel, Community
Transition Program Teacher



Kelsey Parke,
CTE Director & Assistant
Principal



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.

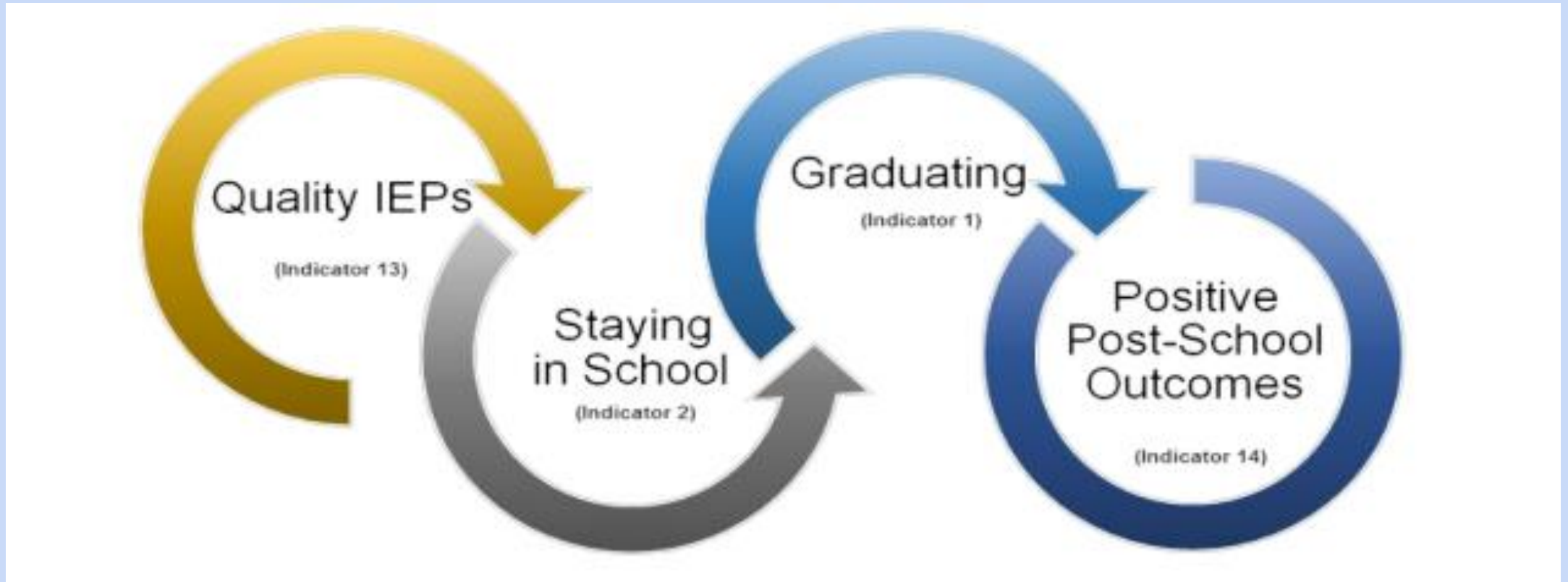
01

IDENTIFY NEED

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



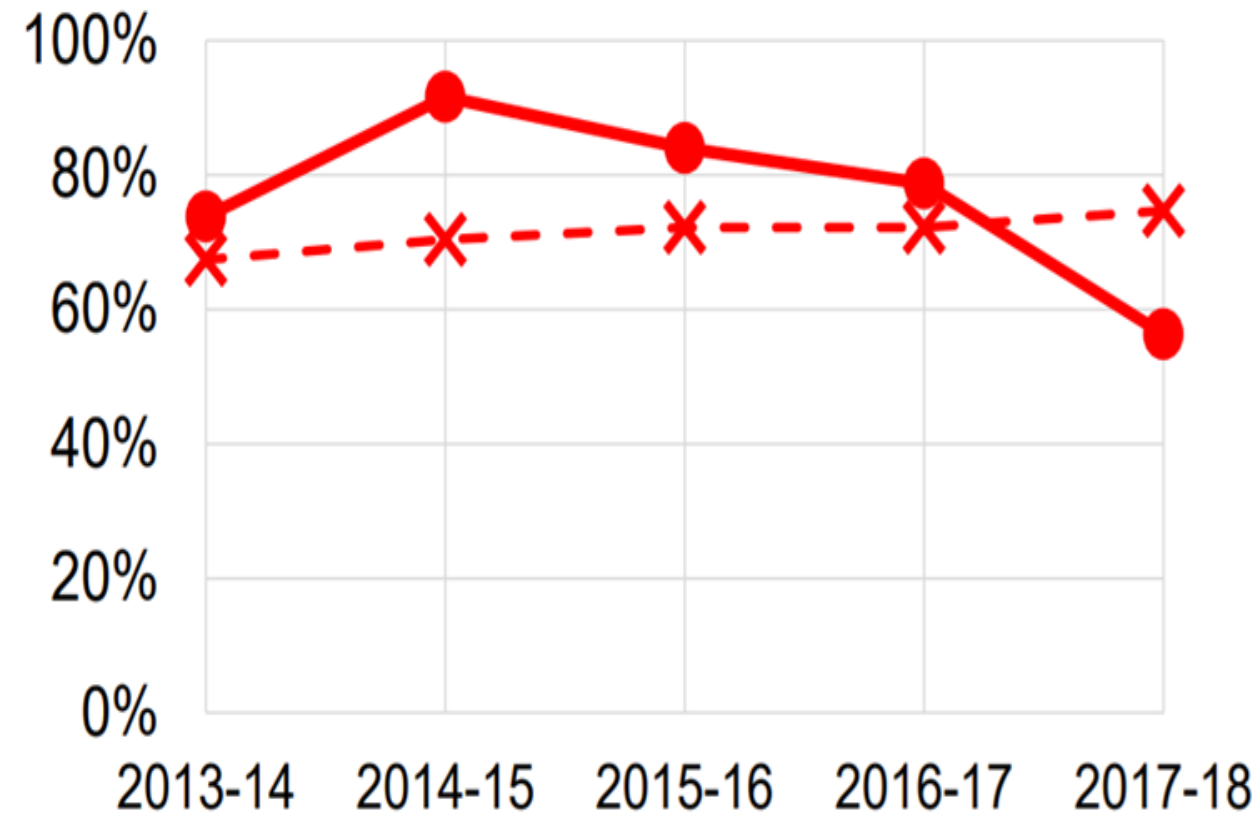
HSBP Student Participation

Number of students with most significant abilities (Special Programs) who DID NOT participate in HSBP

POST-SCHOOL DATA

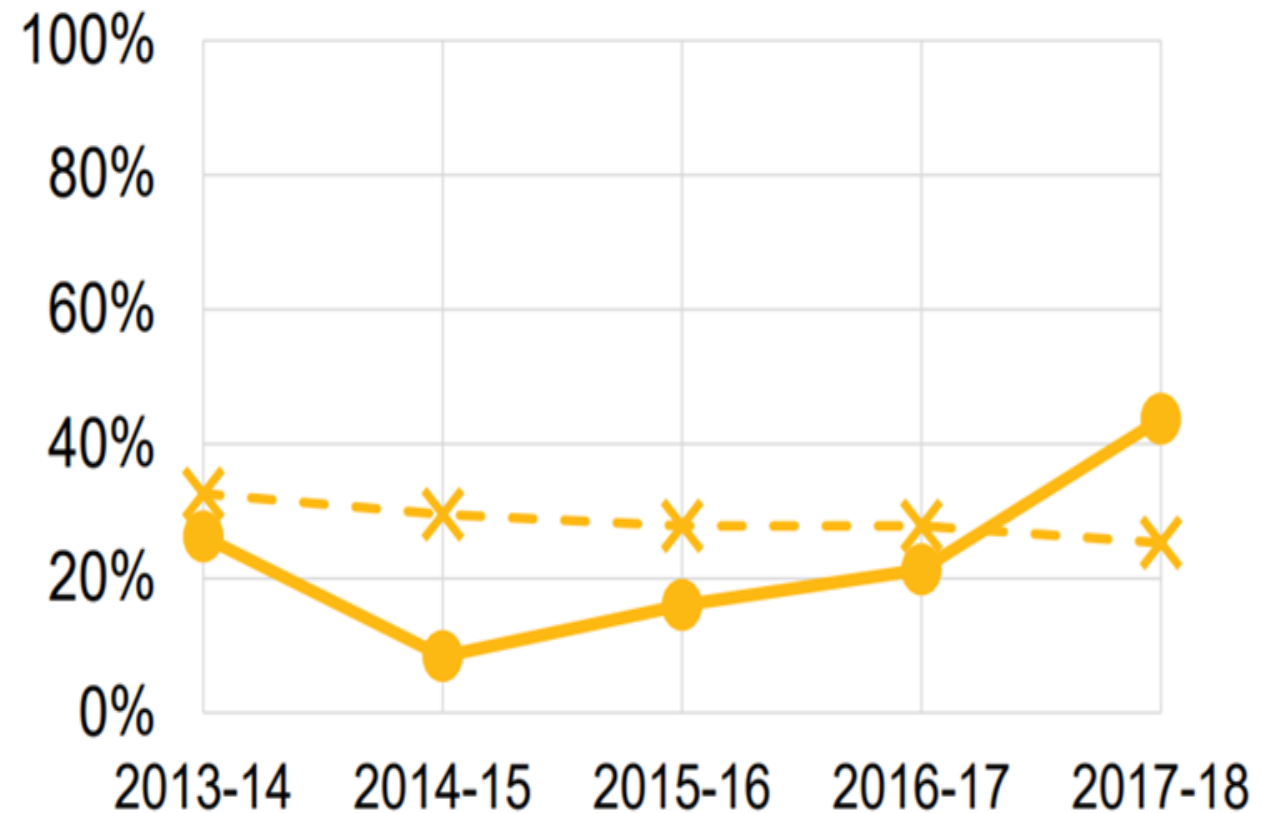
Any Engagement

● 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

02

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



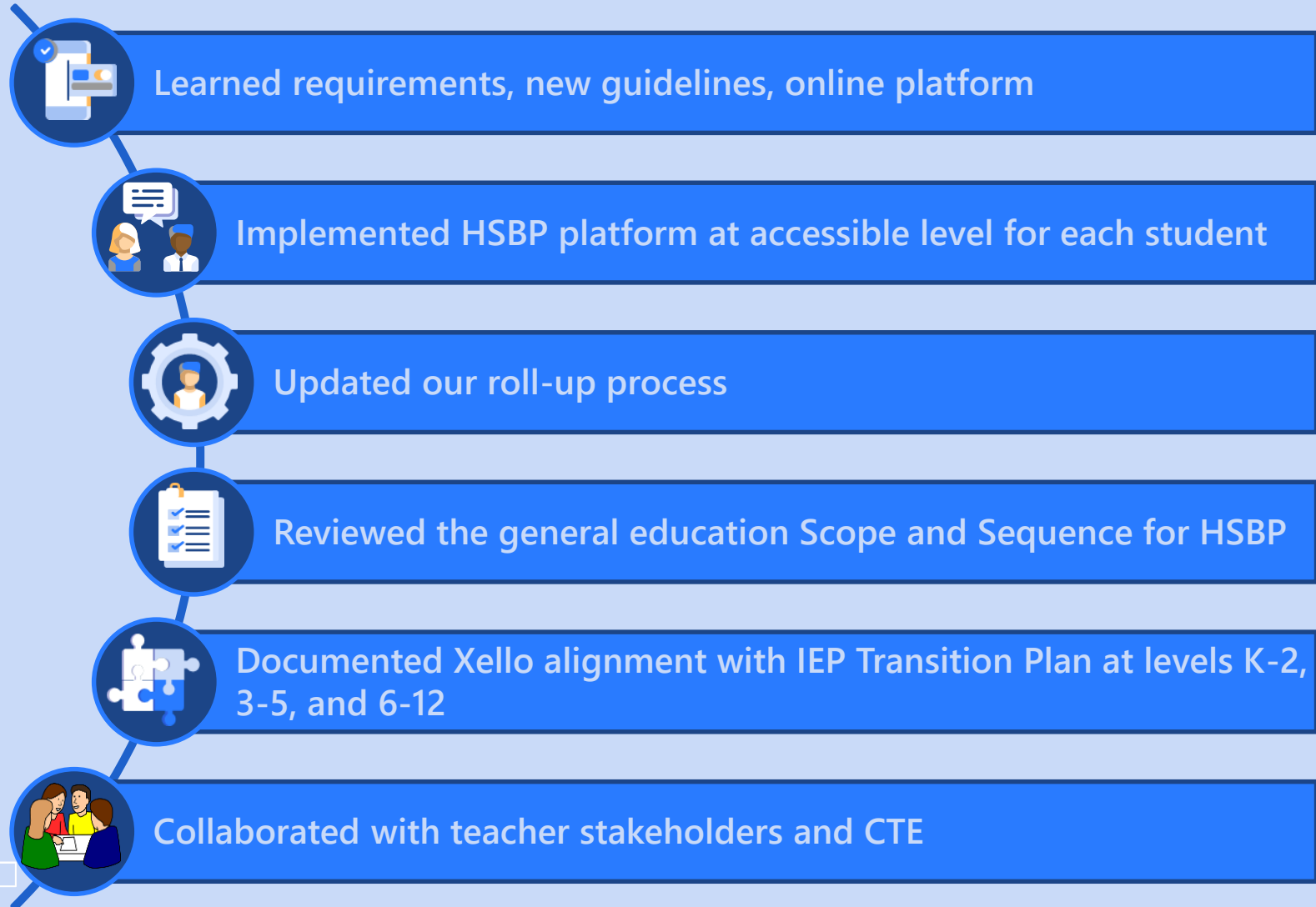
Other partners

Collaborate periodically with related service providers, Junior High and Learning Resource teachers

PLC GOAL - WHAT WE'VE DONE

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....



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.



PLC ARTIFACTS

PLC Goal Resources (HSBP, IEP Transition Alig... ⋮

	OSPI HSBP/IEP Transition Planning Checklist...	Posted 6:31 PM
	OSPI Secondary Transition Website	Posted Dec 17, 2020
	Guidelines for Aligning HSBP and Transition ...	Posted Dec 17, 2020
	OSPI Sample HSBP and Transition Plan	Posted Dec 17, 2020
	How to access Xello video	Posted Nov 12, 2020
	PSESD Presentation on HSBP/IEP Transition ...	Posted Sep 22, 2020
	OSPI HSBP Templates (For Educators and St...	Edited 6:27 PM
	Aligning HSBP and Transition Plan	Posted Sep 22, 2020
	What is the High School and Beyond Plan	Posted Sep 22, 2020

Supporting Documents:

OSPI

- [OSPI High School and Beyond Plan requirements](#)
- [Update: OSPI Secondary Transition Page](#)
- [Guidelines for Aligning HSBP and IEP Transition Plan \(OSPI\)](#)
- [OSPI Sample: HSBP and Transition Plan](#)
- [OSPI Transition Planning Checklist for Educators](#)
- [OSPI Transition Planning Checklist for Students](#)

District

- [PLC Resource Folder: HSBP and IEP Transition Plan](#)
- [CHS Xello Roll Out \(Do not edit\)](#)
- [Continuum of Services HS](#)
- [Xello Scope and Sequence](#)
- [How fulfilling HSBP through Xello \(UPSD\)](#)

Special Programs Team

- Special Programs: [Roster - Xello Lessons by Year](#)
- [Roll Up Questions 2020-2021](#)
- [List of IEP Transition Plan components aligned to Xello activity/Grade Band](#)
- [CHS SP Copy: Xello Scope and Sequence \(Annotated by us\)](#)
- [OSPI Guideline Reading Notes](#)
- [DRAFT Template for planning HSBP/IEP Scope and Sequence - CHS SP](#)

Snapshot of our Google Classroom resource list and supporting documents in our PLC agendas.

MORE PLC ARTIFACTS

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.

About Me section - transition plan

- Strengths:
 - School subjects - careers related to favorite subject (G3)
 - Skills Mission (G4)
 - Goal Setting (G4)
 - Learning and Future Success (G5)
 - Facing Big Challenges (G5)
- Preferences:
 - School Subjects Mission
 - Career Exploration
- Interests:
 - School subjects - careers related to favorite subject (G3)
 - Interests mission (G3)
 - Learning and Future Success (G5)
- Needs:
 - Skills Mission (G4)
 - Goal Setting (G4)
 - Facing Big Challenges (G5)
- Course of Study:
 - School subjects - careers related to favorite subject (G3)
 - Learning and Future Success (G5)
- Transition Goals and Activities:
 - School subjects - careers related to favorite subject (G3)
 - Goal Setting (G4)
 - Learning and Future Success (G5)
 - Facing Big Challenges (G5)

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.

Section 1: Required Portfolio Items	Progress	Progress	<input checked="" type="checkbox"/>
Portfolio Cover Sheet			
HSBP/IEP Checklist			
SPIN (Strengths, Preference, Interests, Needs)			
Section 2: Demographic Documents & Certifications	Progress	Progress	<input checked="" type="checkbox"/>
Washington State ID			
Guardianship/POA paperwork (if applicable)			
Food Handler Card			
Voter Card			
CPR/First Aid Card			
Immunization Record			
Medical Contacts			
Other Documents & Certifications			
Section 3: HSBP & IEP Documents	Progress	Progress	<input checked="" type="checkbox"/>
CTP Intake documents			
HSBP			
Personalized Pathway			
IEP & Progress Reports			
Evaluation			
Record release			
Student-Led IEP			
Transition Assessment Results			
Summary of Performance			
Course Schedule & Transcript			
Community Service Log			
State Assessment Documentation			
Certificates & Awards			
Other documents			
Section 4: Postsecondary Education	Progress	Progress	<input checked="" type="checkbox"/>
College Entrance Scores			
FAFSA/WASFA			
College Applications			
Acceptance Letters			
Enrollment documentation			
Other documents			
Section 5: Employment	Progress	Progress	<input checked="" type="checkbox"/>
Resumes & Reference List			
Volunteer Log			
Letters of Recommendation			
Vendor Contact			
School to Work/JF Agreement & Service Logs			
Person-Centered Plan			
Letters of Recommendation			

SAMPLE: Parts of Student-Led IEP

Sample slides from a graduate's Student-Led IEP
(which can become an exit presentation)

Personal Development

- Dream for the future: To work at a Library
- Skills I have to reach my goal:
 - Stamp unwanted books and label barcode that says discard
 - Organize letters to A-Z and by author's last name
 - Use computer to check other people's books
 - Stamp wanted books and label barcode
 - Using a paper cutter to make bookmarks
 - I check shelve books that are on the list

My Goals

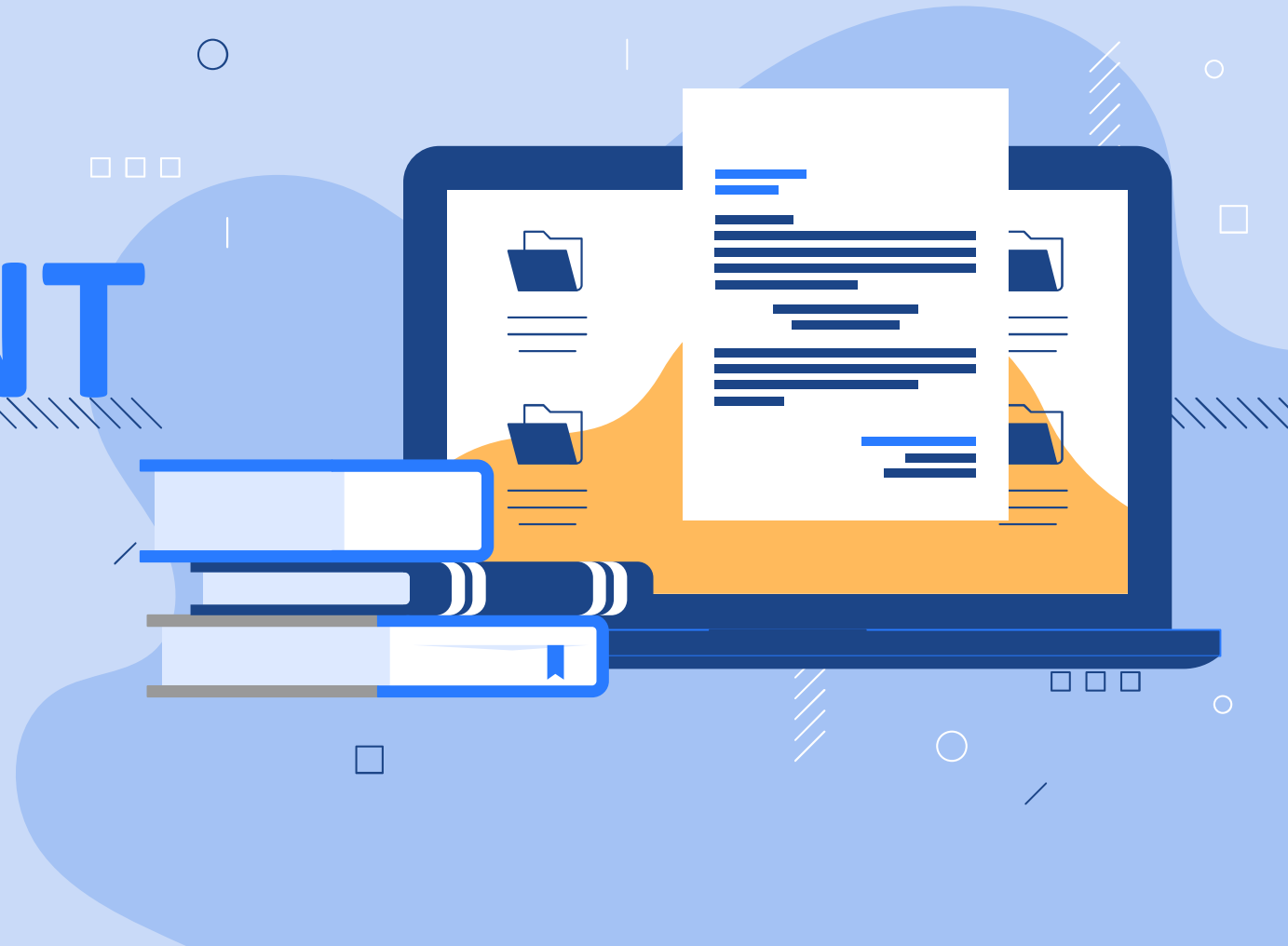
- Employment: Work in a Library
- Education: Working on training for a library job with Trillium and
 - Maybe will study mechatronics at community college
- Housing: Live in a house, live with family
- Finances: I will pay for utilities, food, and savings.
- Relationships: Maybe a relationship but no kids
- Transportation: Take transit bus
- Health: Learn how to visit the doctor by myself and bring information about my health
- Community involvement: Not sure

03

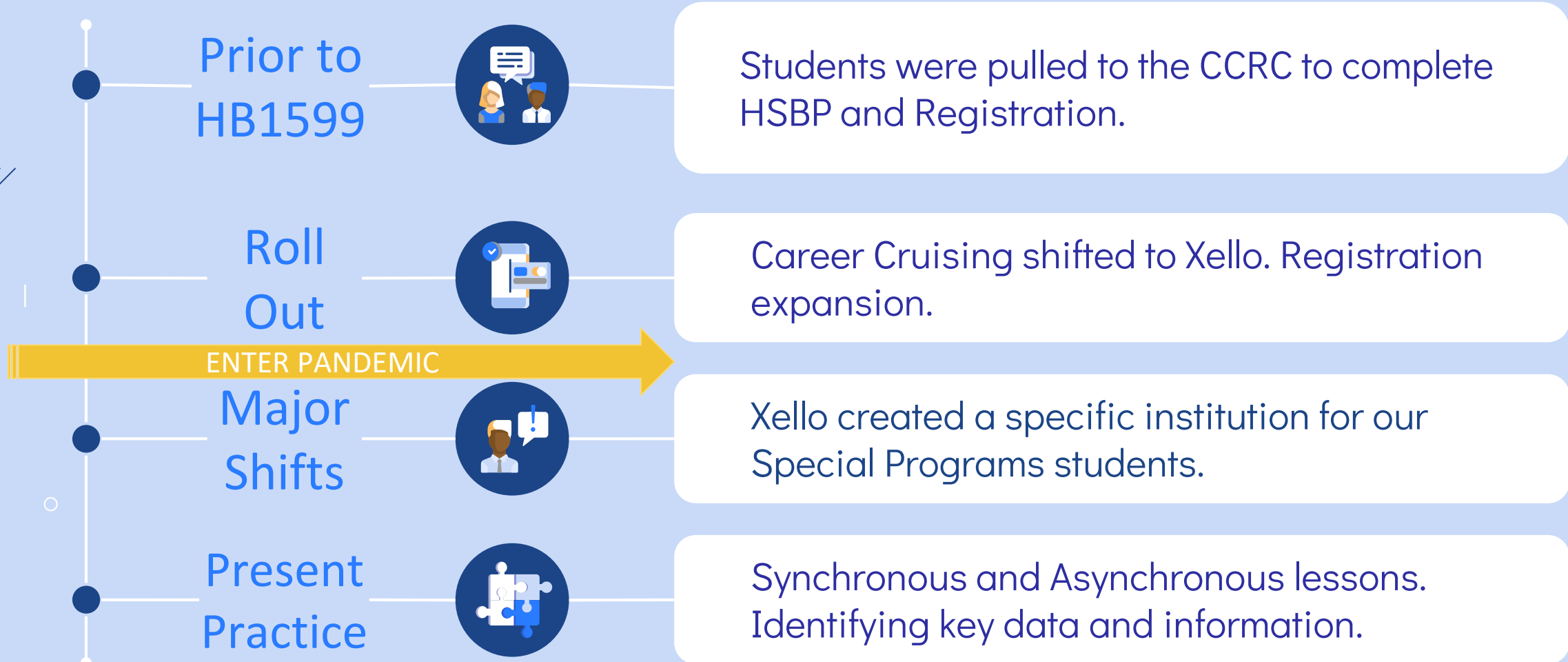
GEN ED

ALIGNMENT

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



TRANSITION JOURNEY: A SHIFT IN PRACTICE



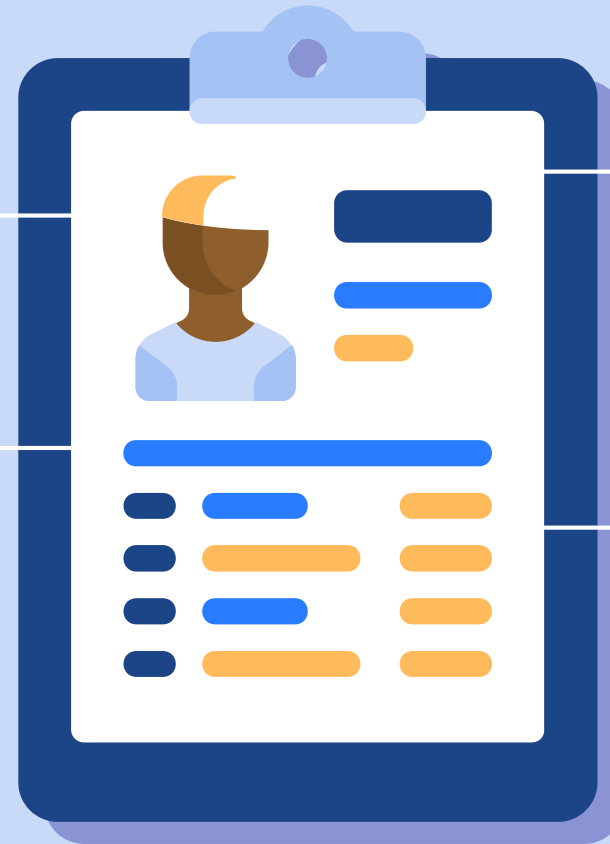
XELLO RESOURCES AND PLATFORM

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.



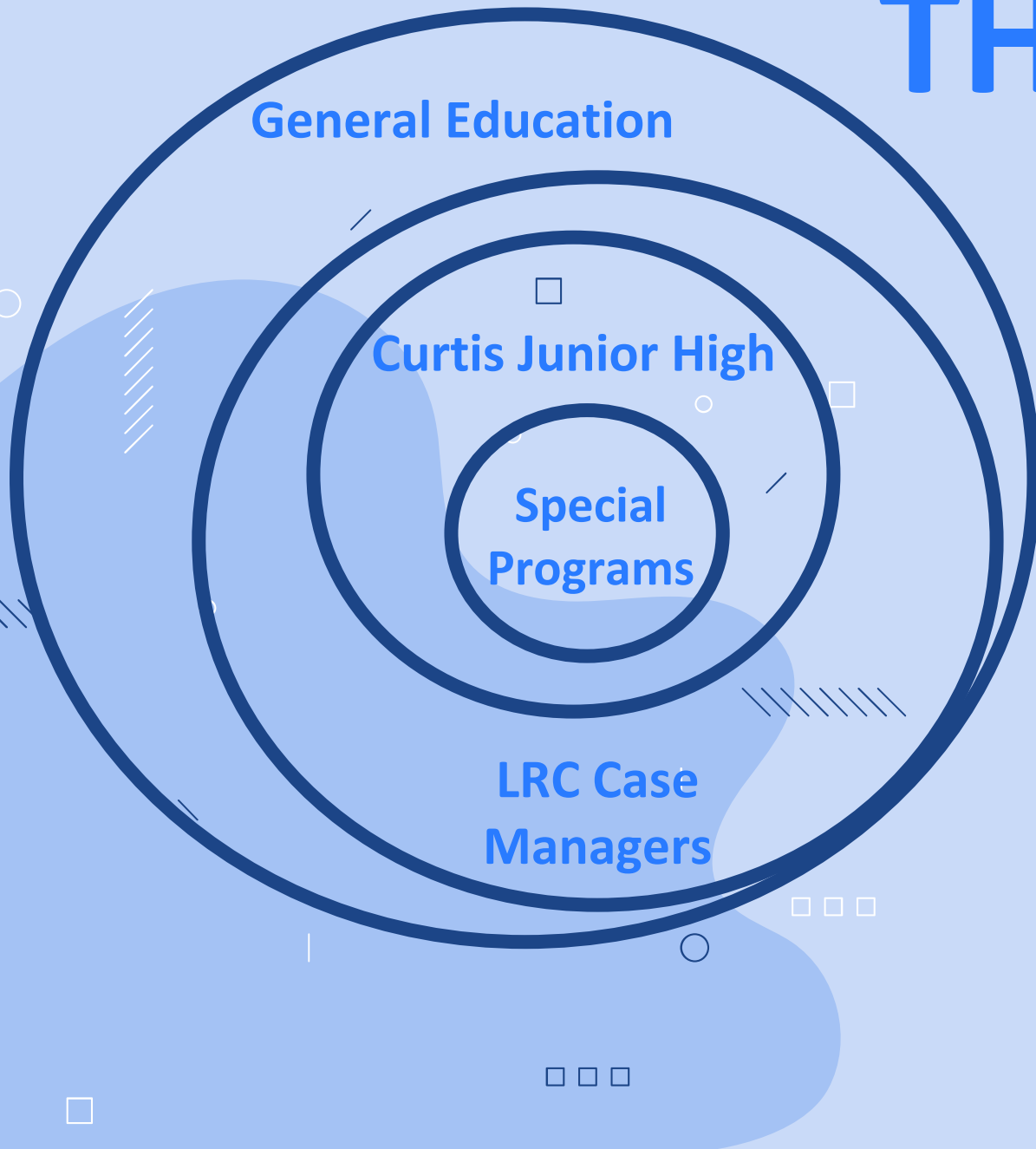
Accessibility

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 easy 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?

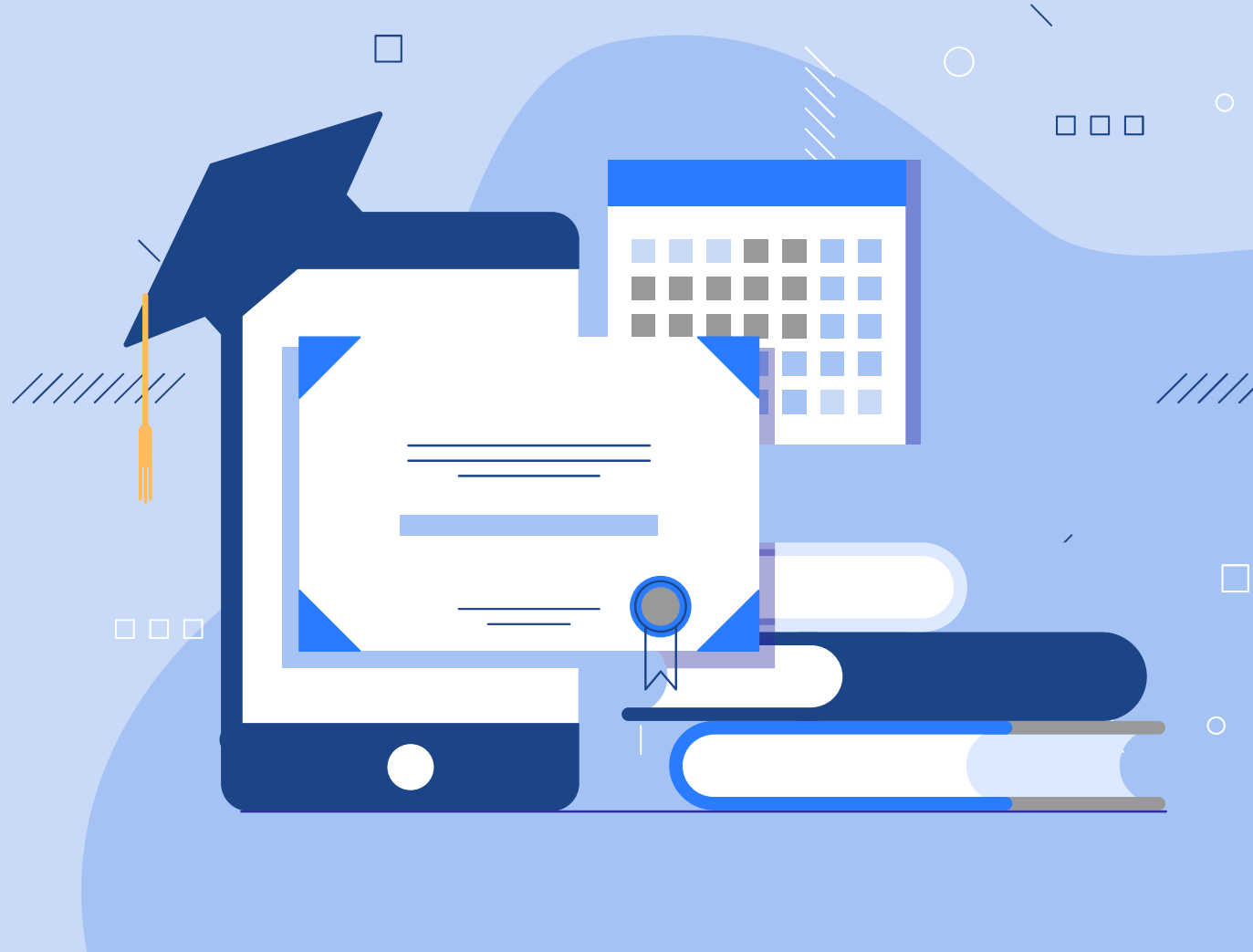
kmcclure@upsd83.org

mpatel@upsd83.org

kparke@upsd83.org

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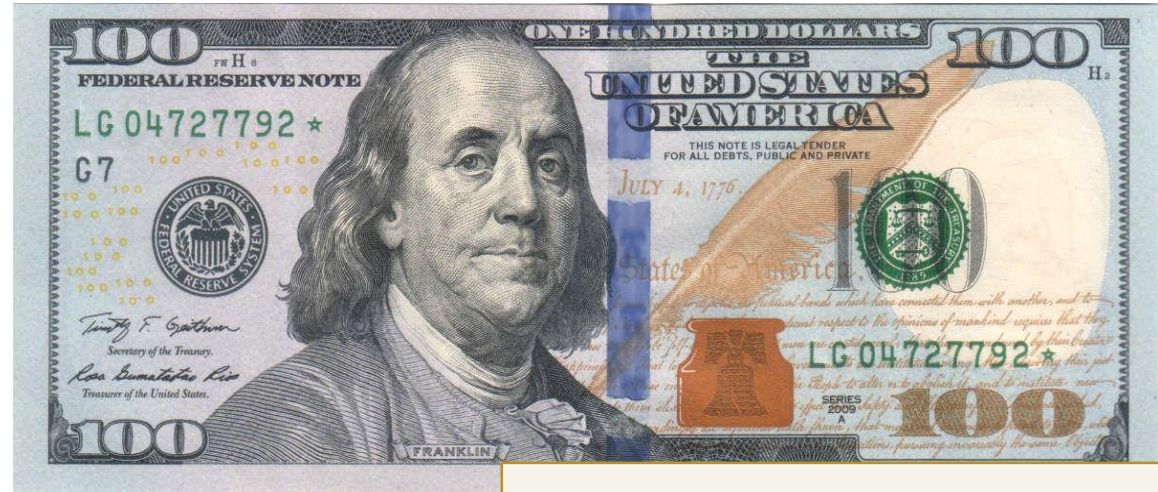
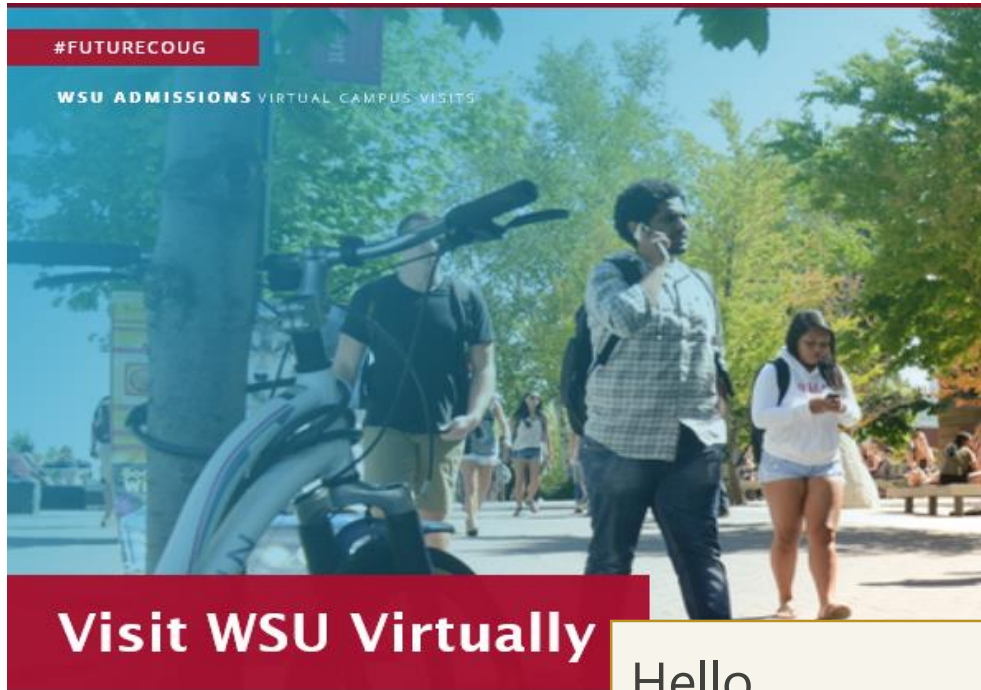
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A Few Final
Thoughts....

Use HSBP Data to Connect to Opportunities



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! 😊)

Hello _____,

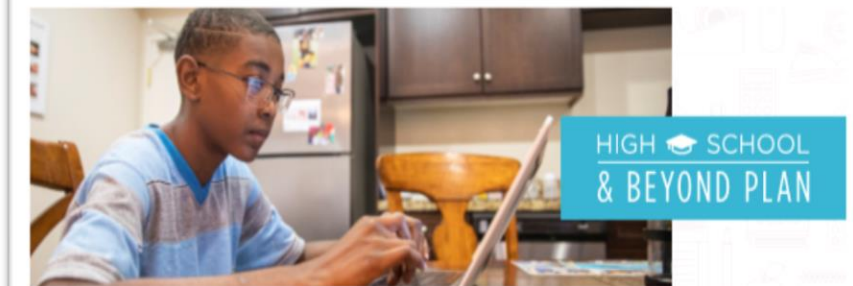
You are receiving _____ scholarship information because going to college is a goal in your High School & Beyond Plan. Please contact me _____ if you have questions or need help.

Use HSBPs & SLCs to Connect with Families!

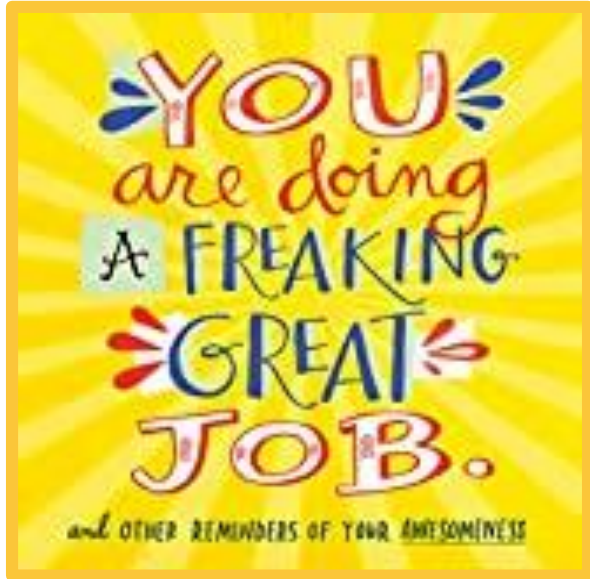
- showcase HSBP platform at parent nites
- share HSBP video from ReadyWA...
- facilitate Student Led Conferences/IEPs
- use HSBP to frame hope for the future w/ parents if student is struggling
- share HSBP updates in newsletters, emails and on social media
- Engage parents as career speakers, mentors,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



READY WA



ENCOURAGE YOUR STUDENT TO PLAN FOR THEIR FUTURE!



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