

We'll get started soon!





Supporting Students' Transitions: Aligning HSBPs and IEP Transition Plans

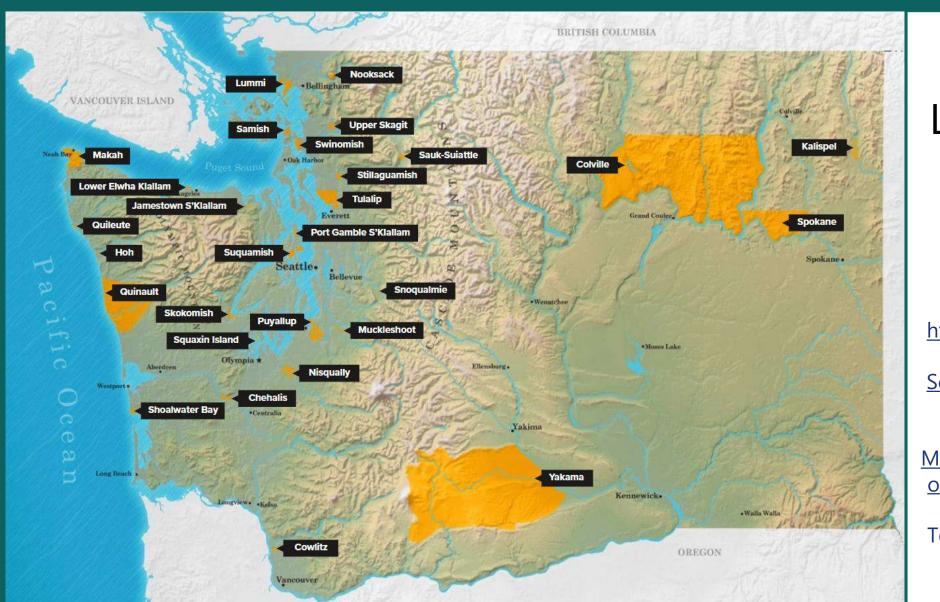
OSPI-WSAC Webinar – January 27, 2021

Alexandra Toney, OSPI | Kelly McClure, Monique Patel & Kelsey Parke, University Place SD





Tribal Land Acknowledgement



Learn more about Washington Tribes

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

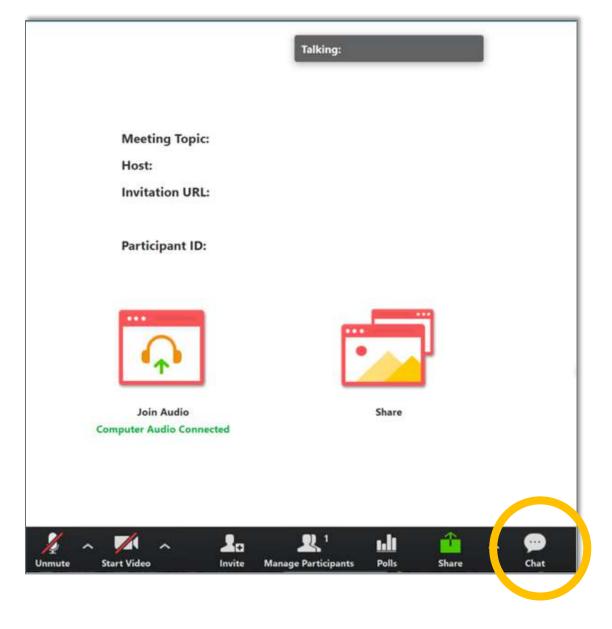
School District & Nearest Federally Recognized Tribes

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

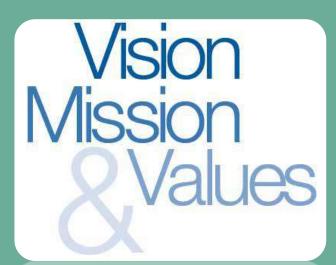


We advance educational opportunities and attainment in Washington State.



- Policy and research
- Savings and financial aid programs
- Access and support programs
- Consumer protection







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



OSPIs 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



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

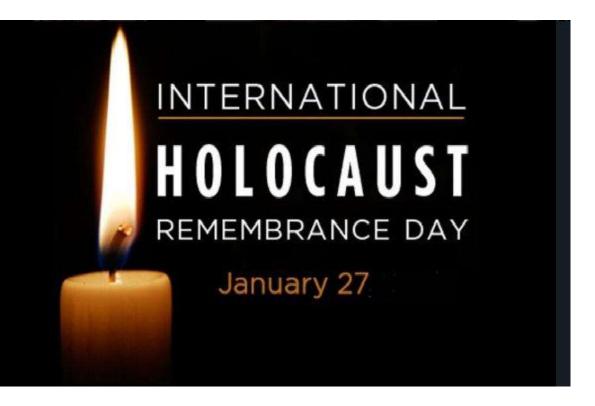
Inclusion & Reimagining

- 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 <u>6 million</u>

<u>Jewish men, women, and children by the</u>

<u>Nazi regime</u>, 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 <u>best practices</u> 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...



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

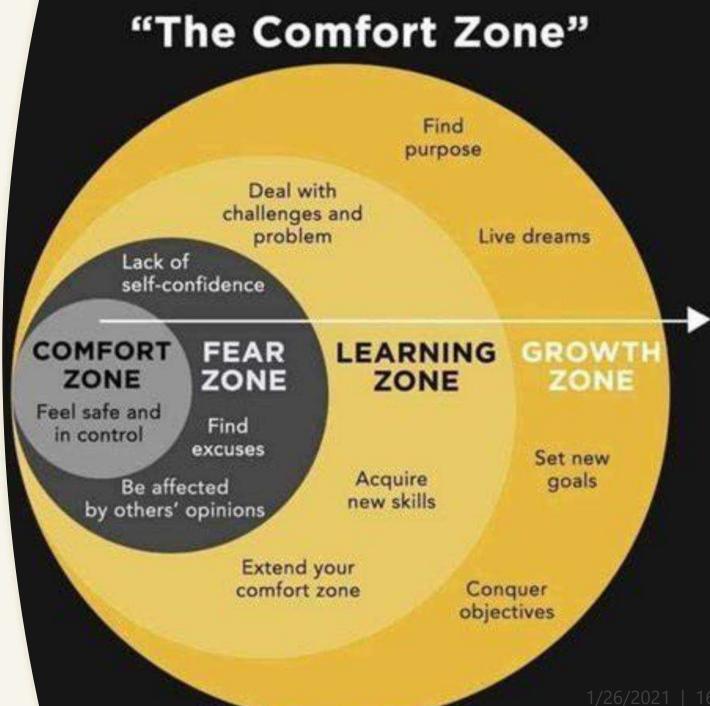
"How wonderful it is that nobody need wait a single moment before starting to improve the world." **Anne Frank**



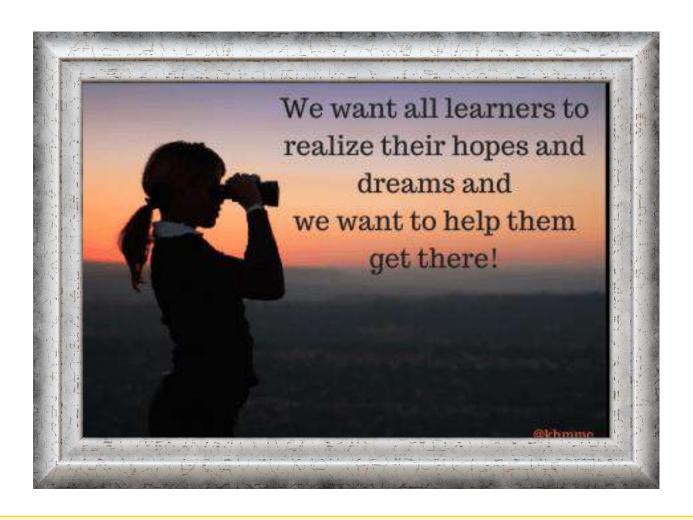


Objectives

- 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)?

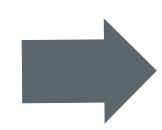




HSBP Core Components [HB1599]

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



^{*} 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

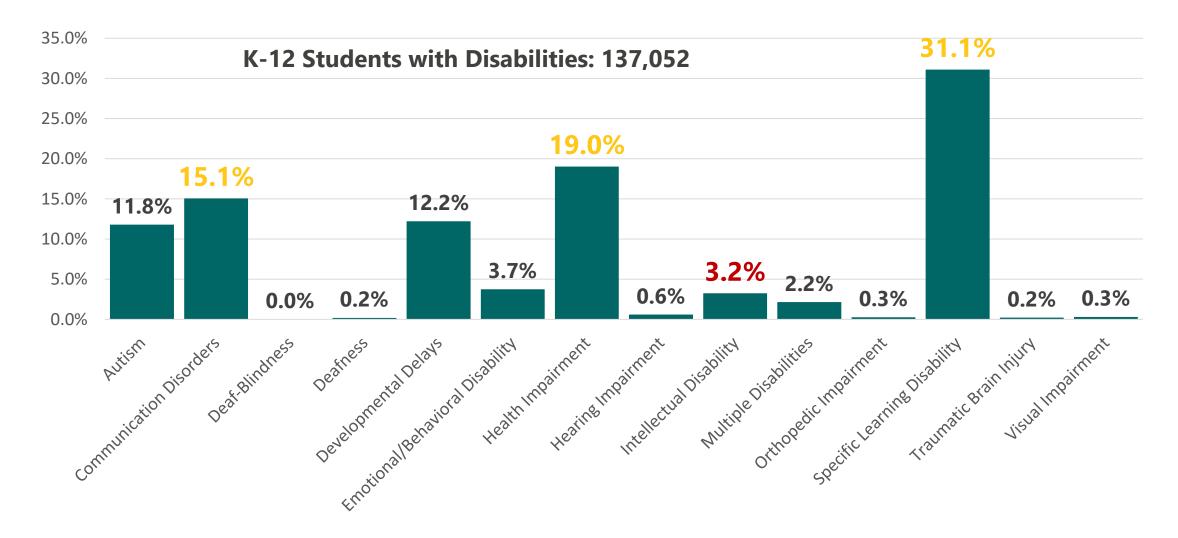


 $\frac{https://float-production-blog.storage.googleap is.com/2020/01/cross-collaboration-}{Float.png}$





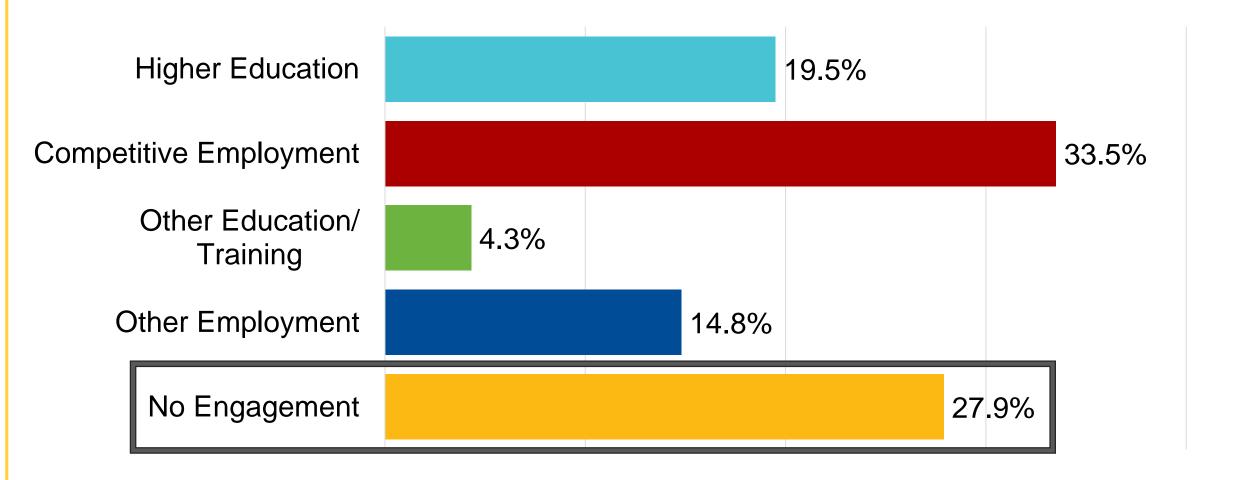
2020 WA Students with Disabilities, by Eligibility Category







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

HSBP pg. 2

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.

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:
 - <u>Education/Training:</u> 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

10/2012

Strengths Assessment 1

Directions: Look at the list of strengths below. Circle all the strengths you think apply to you! 2/4/20

Patient

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 circle? ONLY 3!

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

Friendly Honest Creative Postive attitude Likes working Good hygiens Following directions Polite

On time



CCTS: T-folio (transition portfolio tool)Strength Assessment

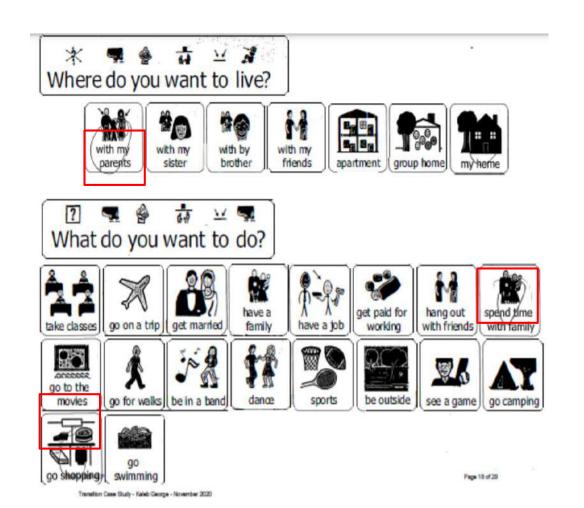


Confident

Student Discovery Activities: Goal Setting

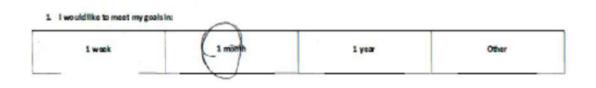
Kaleb pgs. 17-18

of dass





Setting Goa. Worksheet



Take singing classes

Go to a college to take math

and reading classes



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
	0	
1. Following directions	1/	
2. Reading company rules	V	1
3. Finding information on my own	1 ,	
4. Asking for help	11/	
5. Listening to others	1/	
6. Set goals	1/	
7. Be patient with others	V	
8. Have a positive attitude	V	
9. Offer help to others	1/	
10.Motivate self to finish work		
11. Create and make a budget		10
12.Lead a group or activity	1/	1~
13. Work with computers	17	1
14.Use a business phone	1/	1
15.Manage money	1/	

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

Name: Kaleb George

Challenges in the Classroom and Beyond

have a hardt line paying attention in class.	- 🦝	Q	Sometime C)
j am e as 8 y dis bracted by noises and movements.	O O	M	Sometime
It is difficult for me to learn new information when presente donally.	Yes O	(20)	Spreitfree
I need visuals or vide as to help me follow annuit is tep task.		No.	Sometime: O
it is difficult for metoparticipate in dissidiscussions.	0	100	Sometime
lamhesitanttojoin in groupdiscussions in sodal or work settings.	6	Na O	Sometime
I forget what I am supposed to do after instructions.	0	Na We	Sometime
I have difficulty understanding what I read.	(a)	No.	Smetth
Reading outloud is embarrassing for me.	Yes	G	Sometime
Taking notes is hard for me.	Yes	No O	Sometime
There difficulty organising mythoughts in an essay.	0	C.	Sometime







Career Goals and Educational Plan



Measurable Postsecondary Goal(s)	Upon leaving public school, Kaleb will obtain employment in an office setting, with job coach supports.	
Transition Services (list Transition Services related to Employment, includ	ing IEP goal number(s) if	applicable)
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

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,	r(s) if applicable)		
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	

CAREER GOALS – WHAT CAN I BECOME?



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



MY TOP CAREERS OF INTEREST:

1. Office Professional 3. Stocker

2. Courtesy Clerk

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

K	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:





MY ACADEMIC COURSE PLANNER

112

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 (https://www.wsac.wa.qov/)

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 C	lerk		
Post-High School Education/Train	ning 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?



 $\label{eq:main_model} \mbox{My transition courses are preparing me for on the job training to become an office clerk.}$





MY GRADUATION PATHWAY(S)



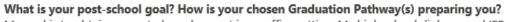
Students must complete at least one Graduation Pathway that will help prepare you for the post-high school option you plan to pursue. Use this section of your HSBP to keep track of which graduation pathway(s) you meet. You may combine different ELA (E) and math (M) options.

HSBP
pg. 8

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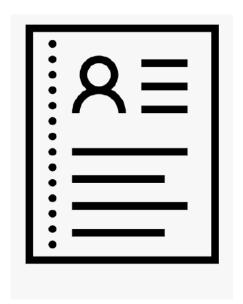
Graduation Pathway

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





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.

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

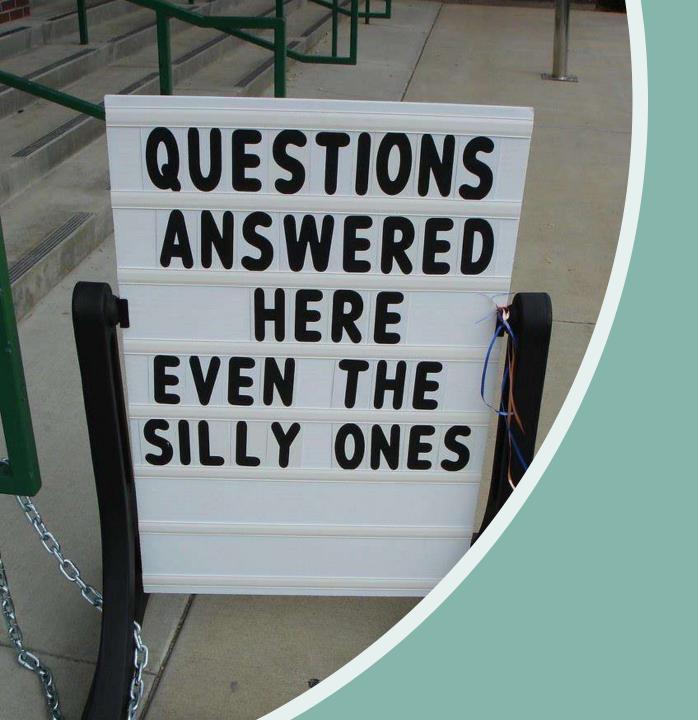


To Learn More:

<u>Guidelines for Aligning Highschool and Beyond Plans & IEP Transition</u> <u>Plans Guidance Document</u>

- 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!



University Place School District

HSBP/ Transition Planning

Supporting Students'
Transitions: Aligning HSBP's
and IEP Transition Plans



INTRODUCTION

Today's Objectives

Kelly McClure, Executive **Director of Special Services**





Identified Need Informed data decision making drives the work. Monique Patel, Community Transition Program Teacher



PLC Work

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



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

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UPSD COLLABORATION

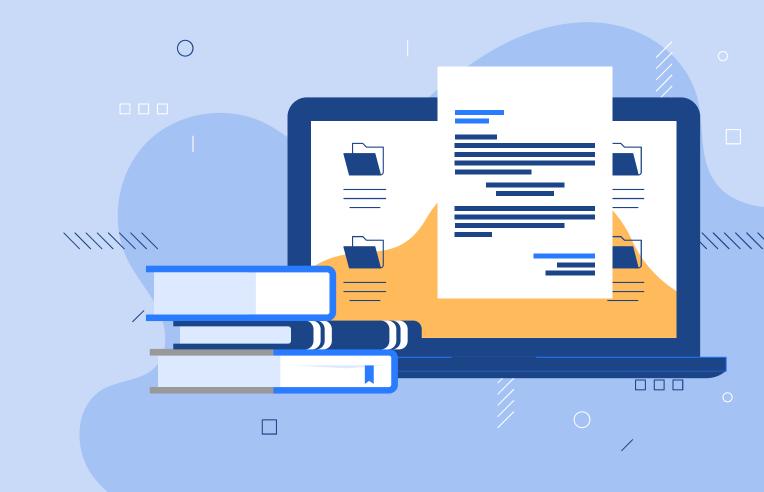
- Transition Support Amongst All Stakeholders: Common vision and language used across grade levels - Junior High and HS Administration, Counselors and Special Ed Staff
- Alignment: HSBP, Transition Plans, Graduation Pathways and IEP Online
- Individualization: Utilizing tools that allow for differentiation at the student level
- Capacity/Resources: Providing common resources and training across grade bands and content areas.



IDENTIFY

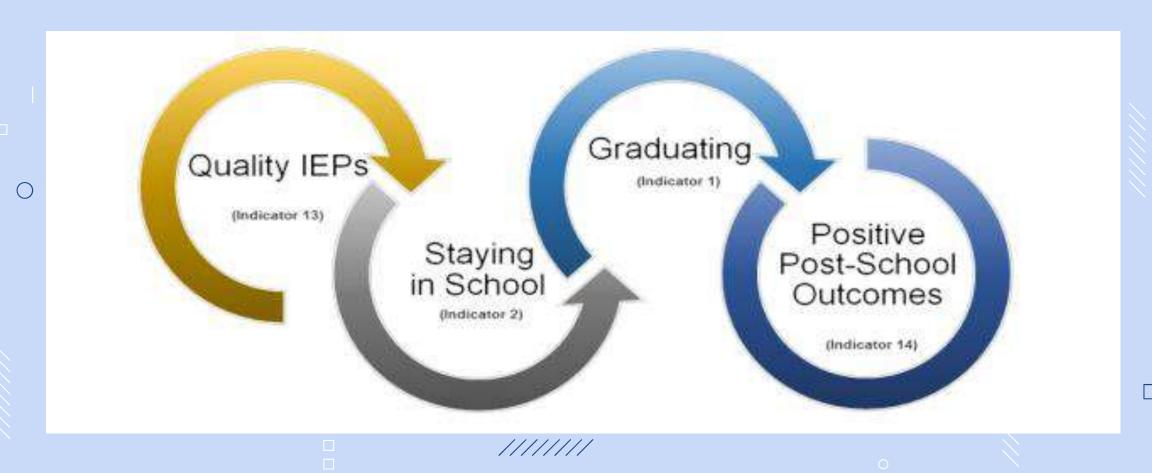
NEED

Informed data decision making drives the work.



STUDENT IEPs and TRANSITION PLANNING

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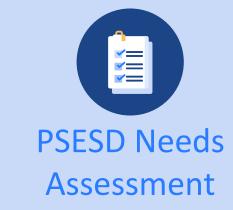


UPSD DATA DIVE



Post School Data

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



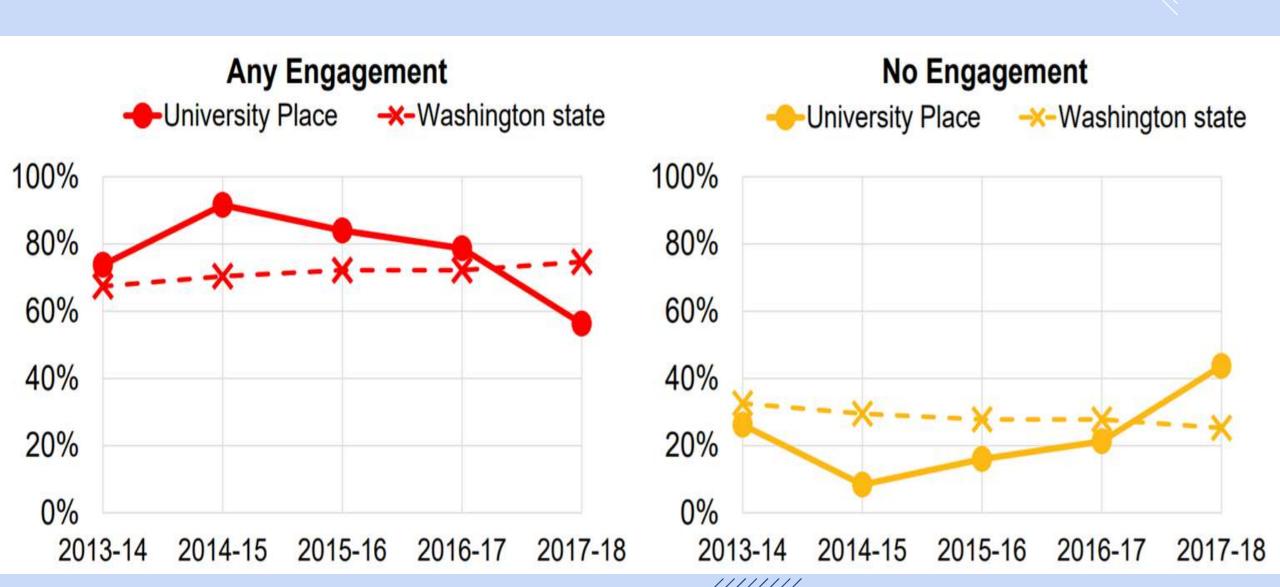
Participation in ESSA
project with ESD. Identified
strengths and weaknesses
and developed a plan to
better improved areas of
Transition Planning



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

1///////

POST-SCHOOL DATA



High School and Beyond Plans

 \Box

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

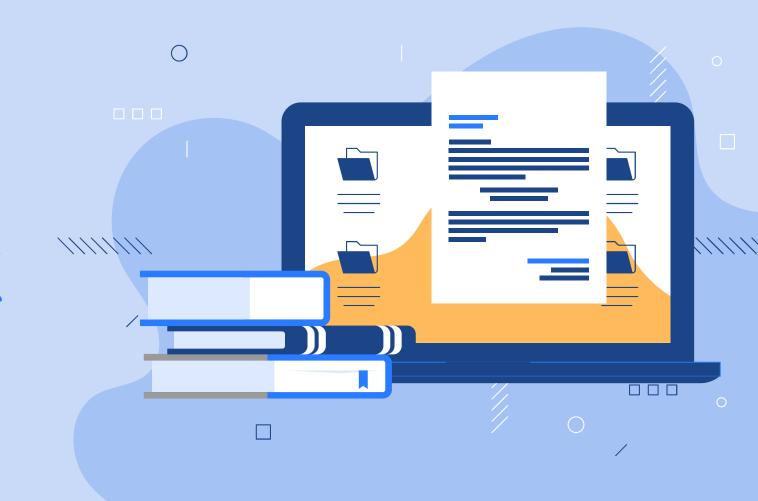
Community Transition Program, ages 18-21 = 1 classroom, 11/11 plans completed

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

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High school & Transition Program Special Programs teachers at Curtis HS



Administrators

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

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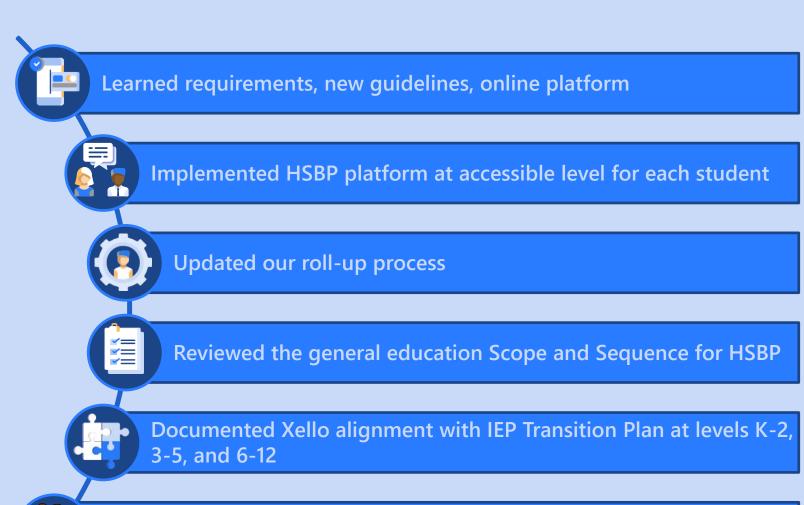
Other partners

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....



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Collaborated with teacher stakeholders and CTE

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)

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



Regular guidance from CTE & SPED administrators

3

Multilayered planning with administrators.

Google
Classroom/DRIVE for resource sharing & collaboration

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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
- <u>List of IEP Transition Plan components aligned to Xello activity/Grade Band</u>
- 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

Community experiences

Volunteer experiences, resources & activities in all transition domains

Digital Portfolio

Digital folder of **employment** documents

Student-Led IEP & Exit presentation

Presentation to CTE
Advisory Board and/or
IEP Team

Agency linkages

Connections for transition to adult services

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	~
Portfolio Cover Sheet			
HSBP/IEP Checklist			
SPIN (Strengths, Preference, Interests, Needs)			
Section 2: Demographic Documents & Certifications	Progress	Progress	\checkmark
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	\checkmark
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	\checkmark
College Entrance Scores			
FAFSA/WASFA			
College Applications			
Acceptance Letters			
Enrollment documentation			
Other documents			
Section 5: Employment	Progress	Progress	~
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

Personal Development

- Dream for the future: To work at a Library
- Skills I have to reach my goal:

1111111

- 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

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

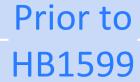


ALIGNMENT

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



TRANSITION JOURNEY: A SHIFT IN PRACTICE





Students were pulled to the CCRC to complete HSBP and Registration.

Roll Out



Career Cruising shifted to Xello. Registration expansion.

ENTER PANDEMIC

Major Shifts



Xello created a specific institution for our Special Programs students.

Present Practice



Synchronous and Asynchronous lessons. Identifying key data and information.

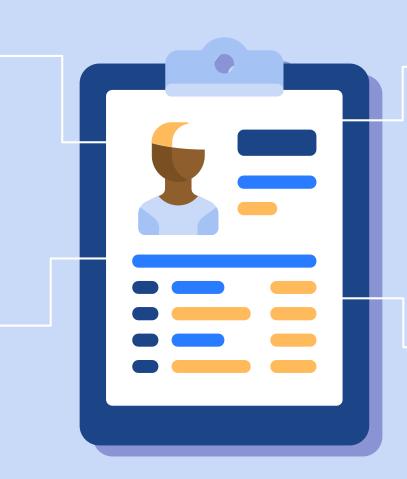
XELLO RESOURCES AND PLATFORM

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.



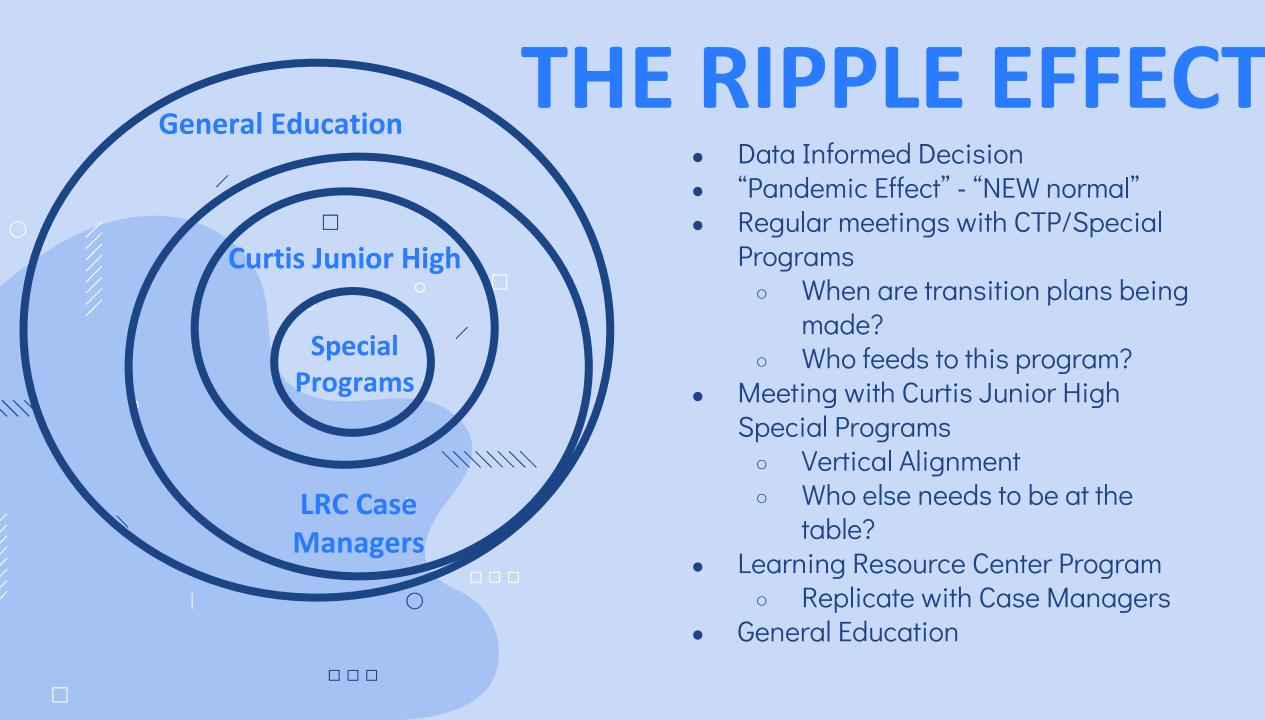
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Accessibility

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.



- 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



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RECOMMENDATIONS

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



Think beyond your building



Pathways

Graduation Pathways and Course Offerings



It Takes a Village

Who is responsible?
This takes collaboration.



Be Brave

We are in the start of this too



Students First

The why behind the what.



Start Small

Grainsize change

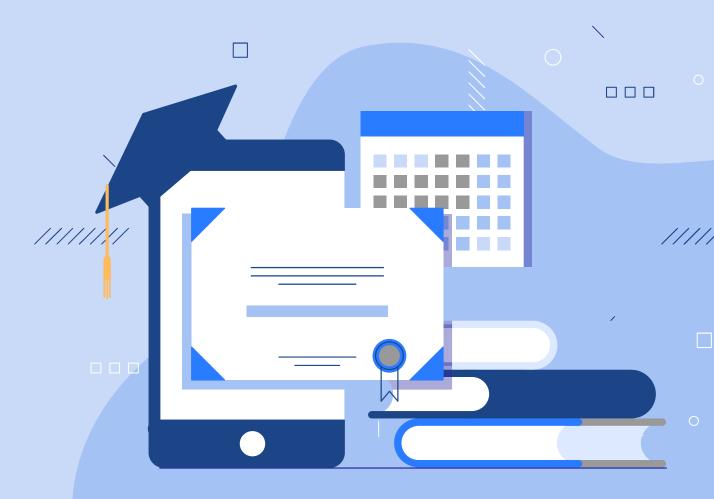
THANKS!

What questions do you have?

kmcclure@upsd83.org mpatel@upsd83.org kparke@upsd83.org

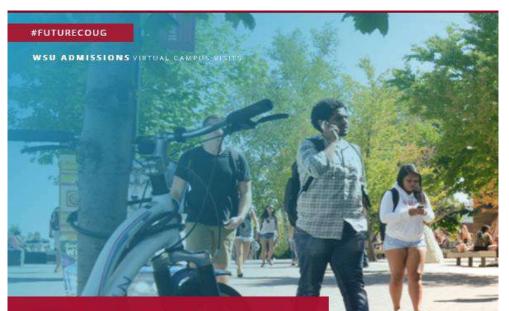
CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, infographics & images by **Freepik**

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A Few Final Thoughts....

Use HSBP Data to Connect to Opportunities





Visit WSU Virtually

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.



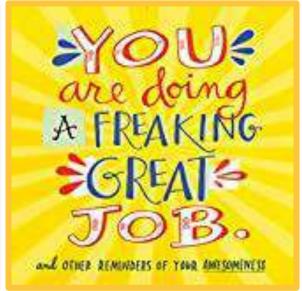
Use HSBPs & SLCs to Connect with Families!

- 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











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