

**Kent Intermediate School District**  
**Joint Final Report and Recommendations**  
**Certificate of Completion and Diploma Committee**  
**Personal Curriculum Committee**

**June 26, 2014**

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## INTRODUCTION

In November of 2013, two committees were convened by Kent ISD. The first was the Certificate of Completion and Diploma Committee, which was charged with examining and making recommendations regarding the problem of Individual Education Program (IEP) teams over-selecting the course of study option leading to a certificate of completion for students with disabilities. A correlate to this problem is the under-representation of students with disabilities<sup>1</sup> graduating with a regular high school diploma. The second was the Personal Curriculum Committee, which was charged with looking at the related problem of under-utilization of personal curricula for students with disabilities.

Each committee convened a series of meetings to review contributing factors to the respective problems under consideration and possible practices and procedures to achieve the desired outcomes of increased personal curriculum use and higher graduation rates. By February, both committees realized that their work was interrelated and that collaborating through a joint committee process would result in a more thorough and integrated set of recommendations for the field. This document reflects the final work product of the resulting joint committee.

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<sup>1</sup> As used in this document, the term “student with a disability” refers to a student eligible under the Individuals with Disabilities Education Act with a current IEP.

## **COURSE OF STUDY**

### **I. Introduction**

The Certificate of Completion and Diploma Committee was convened after issuance of Michigan District and School Accountability Score Cards in the fall of 2013. These Scores Cards reported on certain factors identified as being key indicators of the efficacy of public education. One of these factors was graduation rates. The target graduation rate in Michigan for students with disabilities is 80%.

In addition to graduation rates per se, the Score Cards reported the number of students identified as drop-outs (students with and without disabilities who leave school prior to graduation) and “ongoing” (students with disabilities continuing to attend school beyond the age of eighteen but who have not yet received a diploma). When districts within Kent ISD reviewed their data, there was a common concern about the number of students classified as “ongoing.” As a corollary to the significant numbers of students with disabilities reported as “ongoing,” students with disabilities were proportionately underrepresented in the overall school and district graduation rates. The Certificate and Diploma Committee was convened to look at the factors contributing to the depressed graduation rate for students with disabilities and over-selection of the certificate of completion course of study option.

### **II. Factors Contributing to Depressed Graduation Rates**

The committee began its work in a brainstorming session. The discussion started by pinpointing where, when and how graduation decisions are made. In Kent ISD, districts are expected to develop an initial transition IEP for all students with disabilities prior to the beginning of 9<sup>th</sup> grade. One purpose of this initial transition IEP is to address the “course of study” question. Currently the IEP form prompts the team to identify the course of study that the student will pursue, i.e., a course of study leading to a Michigan Merit Curriculum high school diploma, or a course of study leading to a certificate of completion. A follow-up question requires a description of how the course of study supports the student’s post-secondary vision.

The Certificate and Diploma Committee members shared concerns about the quality of decision making on this very important course of study question. These included:

1. There is generally no notice on the IEP invitation or IEP form that a purpose of the IEP will include the course of study determination.
2. Very little time is generally spent on answering the course of study question.

3. There is little to no student data utilized in discussion of/answering the course of study question.
4. The certificate of completion is often a default response, e.g., to an eligibility label, the student's program placement or type of state assessment, or to a credit deficit situation, versus a more comprehensive, individualized determination that considers the certificate of completion to be a last resort after other supports, short of an alternative curriculum, have been considered.
5. Staff lack important information for course of study discussions and decision making, specifically:
  - a. information regarding alternative pathways to a Michigan Merit curriculum high school diploma (personal curriculum option)
  - b. what a certificate of completion course of study is, and its implications for post-secondary options, e.g., post-secondary education, training, employment, etc.

### **III. Review of Literature and Other Resources**

In between Certificate of Completion and Diploma Committee meetings, a review was conducted with respect to the following:

- A. Implications of IEP forms and guidance documents from the remaining 49 states regarding "Course of Study" determinations/documentation. The results of this survey revealed that:
  1. The majority of states have multiple regular high school diploma options and certificate options. It is the minority approach to have one diploma option and one certificate option, such as we have on the IEP form in Michigan.
  2. Many states do not use "Course of Study" as Michigan does, i.e., in the context of selecting the exit document(s) from secondary education. Rather they use a statement "The student plans to exit school with... (choose from list)" and then include an annual or 4 year lay-out of the courses supporting the exit outcome and the student's post-secondary goals under a heading called "Courses of Study."
  3. Some transition guidance documents embrace the concept of an ongoing transition from preschool through high school. The relevance of these approaches is that communication with the family regarding decision making early in the child's education can have a significant influence on later pathways. In other words, discussing and planning for a possible graduation from high school does not start at the end of eighth grade.
- B. Implications of the University of Michigan study on utilization of Personal Curriculum (PC) option. (See section below on the Personal Curriculum).

- C. Implications of a recent US Department of Education Office of Civil Rights Investigation Report regarding a parent challenge to a Course of Study determination:
1. Lack of staff awareness and/or knowledge of the criteria for a **certificate of completion** can compromise the appropriateness of course of study determinations.
  2. Lack of staff awareness and/or knowledge of possible applicability of **Personal Curriculum** options can compromise the appropriateness of course of study determination.
  3. The corrective action in this case required the district to:
    - a. Consider whether students with IEPs would benefit from a PC before determining that the Course of Study should lead to a certificate. If at any stage it is determined that a student with disabilities would not benefit from a PC, this determination is to be documented in the student's educational file and communicated to the student's parent/guardian within 15 school days from that determination.
    - b. Conduct reviews of all students with disabilities placed on certificate tracks to ensure that they are not being denied an equal opportunity to participate in the diploma track, including
      - 1.) Consideration of the nature and severity of the student's disability
      - 2.) Documentation of the reasons why certain students are not being considered for diplomas.
    - c. Documentation of any services and modifications, such as PCs, to ensure students with disabilities are being given an equal opportunity to earn a diploma as appropriate.
    - d. Provide training to all district secondary school administrators, counselors, psychologists and teachers regarding PC development for students with disabilities.

#### IV. **Considerations for Increasing Graduation Rates**

- A. Recognize that the Michigan Merit Curriculum legislation allows a district to award two high school diploma options, i.e., the basic Michigan Merit Curriculum diploma based on the statutory requirements alone, as well as an expanded option based on additional and/or district credit requirements.
- B. Recognize that the Personal Curriculum allows an individualized approach for eligible students to earn the two Michigan diplomas referenced above. While other states may list many more types of diplomas, the criteria per diploma are fixed. In contrast, the Personal Curriculum option in Michigan allows for individual adjustments of the otherwise fixed requirements for Michigan's two options.

- C. The use of the present “certificate of completion”, that is essentially a certificate of attendance, under-describes many students’ exiting skills and also poses the risk of lowering exit expectations once it is selected as the outcome of the course of study. The offering of alternative certificates highlighting academic achievement, functional performance (employability and adaptive skills) would serve to maintain high expectations and provide a basis for describing curriculum standards with which instruction would be aligned.
- D. Reexamine general education course design and or instructional practices to minimize the occurrence of end of course credit deficits and the need for post-course credit recovery, by taking the following steps:
  - 1. Building in ongoing progress monitoring of student mastery of common core state standards necessary for credit acquisition;
  - 2. Re-teaching common core state standards when needed **during** the course (not waiting for end of course failure), including online or electronic learning supports as appropriate;
  - 3. Using libraries of electronic learning assessment resources (ELARs), to reassess student proficiency on targeted non-mastered standards after the re-teaching described in #2;
  - 4. Analyzing student performance data and reflecting on whether over-reliance on a particular model of instructional support (e.g., team-teaching, pull-out resource room, or teacher consultant) may contribute to lower graduation rates.
  - 5. Consider the granting of partial credits and extended time to earn full credit.



## V. Recommendations

Key Point	Recommendation(s)	Rationale
MMC diplomas	<p>Offer two MMC high school diploma options:</p> <ol style="list-style-type: none"> <li>1.MMC=Student meets MMC requirements, with or without PC</li> <li>2.MMC Plus=Student meets MMC requirements with or without PC, plus any additional district requirements.</li> </ol>	<p>In its recent investigation of a challenged Course of Study decision regarding a Michigan student with a disability, OCR was quite critical of Michigan’s single diploma pathway to graduation. Most states offer a number of diploma and certificate options. Michigan districts can expand the diploma option by graduating students on the basis of meeting MMC credit requirements only (“basic”), <u>and</u> by adding a second option with additional requirements (“plus”).</p> <p>While other states may list more types of diplomas than Michigan, their criteria per diploma option are generally fixed. In contrast, the personal curriculum option in Michigan allows for individualized adjustments of the otherwise fixed MMC requirements.</p>
The Certificate Option	<p><b>1.Expand the certificate option to include:</b></p> <p><b>a. Certificate of Performance</b></p> <ol style="list-style-type: none"> <li>1.Student completes vocational program and/or worksite based learning.</li> <li>2.Instructor rates performance on associated vocational skill sets.</li> <li>3.Instructor rates performance on related skills (e.g., attendance, social skills, following rules and directions, hygiene, self-advocacy)</li> </ol> <p><b>b. Certificate of Academic Achievement</b></p> <p>Student demonstrates a minimum proficiency on ACT</p>	<p>The use of the present certificate of completion that is essentially a certificate of attendance under-describes many students’ existing skills and also poses the risk of lowering exit expectations once it is selected as the outcome of the Course of Study. The offering of alternative certificates highlighting academic achievement, functional performance (employability and adaptive skills) would serve to maintain high expectations and provide a basis for describing curriculum</p>

Key Point	Recommendation(s)	Rationale
	<p><i>WorkKeys in academic skills of reading for information, locating information and applied mathematics</i></p> <p><b>c. Certificate of Participation</b>  <i>Individualized participation and integration into the community</i></p>	standards with which instruction would be aligned.
The Certificate Option	<b>2. Survey postsecondary institutions and employers</b> regarding the utility of the certificates documenting student functional (employability and adaptive) and/or academic competencies.	2. The survey will assist in updating the one page “Secondary Education Exit Document Considerations” (Appendix D), as well as help to introduce the new alternatives to the certificate of completion to potential end-users.
Course of Study determination	Prepare for the Course of Study discussion and determination by conducting a thorough record review. See Appendix B “Data Review for Course of Study”, which incorporates by reference the supplementary form “Checklist for PC Request” (Appendix C).	This type of preparation will assist districts in complying with the OCR Investigation Report’s cue to best practice: i.e., to consider whether students with IEPs would benefit from a PC before determining that they be placed on a certificate track.
Understanding the options	One pager regarding diploma/certificate options. See “Secondary Education Exit Document Considerations” (Appendix D).	Parents and students need information regarding the varying exit documents to assist them in making informed Course of Study decisions.
Notice	The IEP invitation and the IEP form should be filled out in a manner to indicate that the Course of Study will be one of the purposes for the convening of the IEP team meeting.	This notice will provide an opportunity for both district staff and parents/student to prepare for, and meaningfully participate in, the Course of Study discussion and determination.
Communication	By 6 <sup>th</sup> grade, all parties, including parents and students, should be aware of the proficiency based graduation requirements.	The back-drop for the Course of Study determination begins long before the end of 8 <sup>th</sup> grade transition IEP.

## PERSONAL CURRICULUM

### I. Introduction

The work of the Personal Curriculum Committee was driven by two compelling reports published in 2013. The first was a study requested by the Special Education Advisory Committee (SEAC) regarding how frequently districts across the state were issuing personal curricula, and for what purpose. The concern when the MMC Personal Curriculum option was adopted was the risk that the provision would be abused and overused by parents wanting to secure graduation at the expense of academic rigor. The results of the University of Michigan study indicated the contrary. Rather, the PC was underutilized by students with disabilities, and the two greatest uses of the PC were for general education students seeking to substitute “more rigorous” coursework in the core subjects for PE/Health, followed by requests to modify Algebra 2 requirements.

Type	2011-12	2012-13
	Personal Curriculum	
Algebra II modifications (non-IEP)	1237 (26.02%)	911 (20.42%)
Math Modification with IEP	800 (16.83%)	776 (17.39%)
Other Modification with IEP	384 (8.08%)	248 (6.36%)
Transfer Student	38 (0.80%)	25 (0.56%)
Enrichment Modification (PE/Health)	1680 (35.34%)	1724 (38.64%)
Enrichment Modification (other)	615 (12.94%)	742 (16.63%)
Total # of modifications	4754	4462

The second report that informed the work of the Personal Curriculum Committee was the OCR Investigation Report discussed in the prior section. Of particular note for the Personal Curriculum Committee was OCR’s central message in the Investigation Report regarding the obligation of school districts to provide an equal opportunity for all students, including students with disabilities, “to participate in the district’s diploma track program and to graduate with a district diploma.” While OCR does not equate the provision of an “equal opportunity to participate” with a per se right to a diploma, this equal opportunity would require an individualized consideration whether students with disabilities would benefit from a Personal Curriculum before determining whether they would be placed on a certificate track.

## **II. Identifying the Barriers to Personal Curriculum Implementation**

During the initial meeting of the Personal Curriculum Committee the members explored the barriers to district implementation of the MMC PC option. For most districts the thrust of MMC implementation was converting to an instructional delivery system predicated on all students being afforded the rigor of a curriculum preparing them for postsecondary education at the college level. This meant increasing the number of college prep classes and finding highly qualified teachers to teach them.

Initially PCs had to be requested by the student's parent/guardian and or by the age of majority or emancipated minor student. Because the trigger was external to the school, there was some temptation to "under-advertise" the PC option. There was also an initial mistaken perception that districts actually had the right to choose whether they would participate in the PC process.

To the extent that districts formally prepared to engage in PC implementation, such preparations often consisted primarily of PC form development, without a coordinated plan for actual implementation. The result was confusion regarding how to process PC requests and more importantly how to make decisions between permissible and impermissible modifications.

The most common PC decision model heretofore adopted by districts has actually retained the grading system in place at the time of the enactment of the MMC legislation. In other words, even though the intent of the MMC was to assure that issuance of a regular high school diploma would signify mastery of high school content expectations defining a master list of required credits (a defacto "endorsed" diploma), most districts have selected the D- grade or 60% as the level of mastery that would need to be demonstrated to earn required credits. But 60% of what? Instead of reflecting proficiency on specific identified power or core standards, or a % of the overall content expectations per credit, districts have continued to base the minimum D- grade on a cocktail of factors contaminated by such non-proficiency variables as attendance, behavior in the classroom, or homework (no matter who did it or how much assistance may have been provided).

Between this resulting contamination of proficiency for all students, and the lack of any decision rules for helping the PC determination team know the "bottom" of their authority to modify the curriculum for students with IEPs, two paradoxical results may have occurred. On the one hand, the intended warranty of the MMC diploma may have been compromised, and students with IEPs may have been improperly graduated with a regular high school diploma triggering the end of their

IDEA entitlement to special education. On the other hand, some students with IEPs may have been denied their opportunity to obtain a PC modification that would otherwise have enabled them to appropriately graduate with a regular high school diploma.

The net result is that after enumerating the above key pressure points and/or points of ambiguity, the committee made two decisions: It appeared to be in the best interests of both districts and students alike to conceptualize an ISD-wide PC protocol. The committee would attempt to arrive at a consensus on the various points, with the understanding that the members were making recommendations. Decisions regarding implementation would be the responsibility of each constituent district.

**As a preliminary matter the committee identified the following key factors that would require decision rules in order to process PC requests with fidelity:**

- A. PC process, to include timelines, forms, appeal process, and protocols for transfer students entering with an existing PC from the district of origin, and district of residence students taking 21f online classes via other districts
- B. Identification of two basic approaches for what must be mastered to earn credit
  - 1. Identified power/core standards at 100% mastery, or certain % of all of the high school content expectations in the given credit area
  - 2. Identified alternate standard for students with disabilities, below which a PC development team may not develop a PC
- C. Identification of what level of proficiency must be demonstrated on each identified power/core standard or high school content expectation, in order to be counted toward mastery.
  - 1. Identified alternate level of proficiency for students with disabilities, below which a PC development team may not develop a PC
- D. What methods of assessment may be used to determine proficiency on power/core or high school content expectations to determine, in turn, whether mastery has occurred to level required for credit acquisition?

### III. Recommendations regarding the factors identified above:

Key Point	Recommendation	Rationale
<b>Timelines</b>	Common timeline is needed from date of receipt of written request for PC: -10 school days from date of receipt of request to respond -30 school days from date of receipt of request to complete the PC process	MMC is silent on this. From a pragmatic standpoint the committee's goal was to minimize adverse impact on the student's progress in the curriculum, and to make the timelines easy to remember by mirroring special education evaluation timelines.
<b>Forms</b>	1. ActPoint or district forms for request and processing 2. Checklist for Consideration of PC Benefit	1. ISD pays for on-line access to ActPoint. 2. Part of overall data review for individualized consideration of IEP Course of Study decision. Documents OCR corrective action protocol for district to consider whether the student would benefit from a PC before determining that he/she should pursue a course of study leading to a certificate.
<b>Mastery decision rules</b>	1. Power/core standards  2. Default=100% mastery for all students  3. Alternate decision rule=no lower than 90% for students with IEPs	1. The power/core standards approach was selected based on the work of Marzano et.al. and Superintendent Flanagan's May 2009 memo endorsing the use of power standards versus attempting to teach all of the high school content expectations. 2. Because the power/core standards by their very definition are deemed essential standards, the default is 100%, 3. And the alternative decision rule must remain fairly high.
<b>Proficiency decision rules</b>	1. Default=70%  2. Alternate decision rule=no lower than 60% for student with IEPs	1. 70% was chosen as the default proficiency based on testing out procedures under existing Revised School Code language.

<p><b>Partial credit decision rules</b></p>	<ol style="list-style-type: none"> <li>1. Districts should adopt decision rules allowing the awarding of partial credit.</li> <li>2. Districts should have access to Electronic Learning Assessment Resource (ELAR) options to facilitate “credit recovery” on an ongoing basis (during the course of the class versus after it has ended).</li> </ol>	<p>This will afford the opportunity for a student to build up to full credit over a defacto extended period of time. In several complaint investigations OCR has reminded districts that the IDEA Part B age range to 21 allows for such extra time to complete regular high school graduation requirements.</p>
<p><b>Assessment options</b> for general proficiency of power/core standards</p>	<p>Revised School Code provision for testing out [MCLA 380.1279b]<sup>2</sup>:</p> <ol style="list-style-type: none"> <li>1. <b>Performance</b>=debate, public speaking, music, choir, PE, health (first aid), performing arts</li> <li>2. <b>Paper</b>=journal, research, essay, analysis</li> <li>3. <b>Project</b>=tech ed, drafting (blueprints), lab experiment, graphing</li> <li>4. <b>Presentation</b>=PowerPoint</li> <li>5. <b>Portfolio</b>=compilation of art, writing</li> </ol> <p>Traditional written assessments:</p> <ol style="list-style-type: none"> <li>1. Unit exams</li> <li>2. Tests</li> <li>3. End of course</li> </ol> <p>Assessment is <b><u>not</u></b>:</p> <ol style="list-style-type: none"> <li>1. Attendance</li> <li>2. Discipline/behavior</li> <li>3. Homework</li> <li>4. Effort</li> <li>5. Grades for participation or effort</li> </ol>	

<sup>2</sup> Specific procedures for “testing out” referenced in the Revised School Code are bolded. The examples were compiled by the Personal Curriculum Committee.

<b>Protocol for transfer students entering with existing PC from the district of origin</b>	1. If a student transfers into the district with a PC, a review period of up to 30 school days may be utilized to assess the appropriateness of the incoming PC. On or before the 30 <sup>th</sup> school day, the receiving district PC development team would meet to determine whether the PC would be adopted as is or revised/rejected in compliance with the receiving district's decision rules.	1. There are two issues with the incoming transfer IEP. First, the signature of the superintendent of the sending district is not binding on the receiving district. Second, the decision rules of the sending district may have a lower floor than those of the receiving district.  A transfer PC could be immediately accepted "as is" by the parent and receiving superintendent's signatures if the sending district has mastery and proficiency decision rules compatible with those of the receiving district (the receiving district cannot go lower than its own floor). The 30 school day timeline is borrowed from IDEA as a standard of reasonableness in becoming sufficiently familiar with the student to make decisions regarding the incoming PC.
<b>District of residence students taking 21f online classes from nonresident sources</b>	All district PC timelines and procedures apply.	The matriculating district makes PC decisions.
<b>Protocol for student who is long-term suspended or expelled</b>	All district PC timelines and procedures apply.	Disciplinary status is irrelevant to requesting or receiving a PC.
<b>Appeal process</b>	1. Superintendent can veto a PC denial. 2. Appeal of denial may be made to the district Board of Education. The decision of the district Board of Education is final.	1. Keeps disputes in the educational family 2. There are no MMC statutory provisions mandating an appeal process, but it is the recommendation of the committee that parents have an outlet for disagreement.



## CONCLUDING RECOMMENDATIONS

### I. Concluding Recommendations for Course of Study

Summer 2014 Kent ISD Implementation Activities		
June	July	August
Disseminate Joint Final Report to local directors for input		Disseminate Joint Final Report to Superintendents' Advisory and to KISA
Review input		Inservice to local directors on the Joint Final Report
Provide copy to ISD administrators		
Fall 2014 Local Implementation Activities		
Course of Study		
By September 30, 2014	By January 31, 2015	By June 30, 2015
Create and distribute one pager on Course of Study options at IEPT meetings where Course of Study determination will be made. See Appendix D for template.	The district will decide whether it will offer expanded options of 1. MMC diploma and diploma based on MMC plus additional district requirements, and 2. Three certificates (instead of just one), including a Certificate of Performance, Certificate of Achievement, and a Certificate of Participation	
Use IEP Invitation and IEP form to document that one purpose of IEPT meeting is to determine Course of Study.		
Use IEP Notice form to document Course of Study option(s) considered but not selected and rationale.		
Inform parents of 6 <sup>th</sup> grade students and above of proficiency based graduation requirements.		

## II. Concluding Recommendations for Personal Curriculum

By September 30, 2014	By January 31, 2015	By June 30, 2015
Adopt and implement PC request timelines		
Consider the possibility of a PC for all students with IEPs before placing on non-diploma track.		
Audit prior non-diploma Course of Study determinations of current students if PC was not considered prior to placement on this track	Continue audit	
Adopt and implement PC decision rules for mastery and proficiency		
Identify assessment options for determining proficiency		
Determine district protocol for issuing partial credit		
Begin effectiveness audit of credit recovery strategies	Identify and implement strategies to reduce course failure/credit deficit rates.	

## APPENDIX A: IEP DOCUMENTS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Transition

#### Student's Post-High School Goals: DE §925.20.2.1

Post School Employment Goal	<p><i>Required</i>          IDEA 2004 requires that the measurable post-secondary goals be based on age-appropriate transition assessments. As a student proceeds through high school, postsecondary goals should also become more specific and focused on the next steps in adult life for that student.</p> <p>A measurable postsecondary goal is a statement that articulates what the child would like to achieve after high school based on student's strengths, preferences and interests. Appropriate measurable postsecondary goals are:</p> <p>measurable ("measurable" means you can count it, observe it, and document it); based upon age appropriate transition assessments; communicates what the child would like to achieve after high school; an outcome that occurs after the person has exited high school; related to training, education, employment and when appropriate, independent living skills; a measurable postsecondary goal is NOT an activity, step, wishful intent, or the process of pursuing or moving toward the desired outcome.</p> <p>To write measurable postsecondary goals use results-oriented terms such as "will be enrolled in", "will work", "will live independently", and use descriptors such as "full time" and "part-time".</p> <p>Initially, broad descriptions of the student's preferences, strengths, interests, or vision of what they might like to do in employment, education, training, and independent living are appropriate. Each year the IEP/Transition Team should reassess and refine the student's postsecondary goals. By a student's last IEP, the measurable postsecondary goals should be specific and measurable one year out by the last year's IEP.</p>
Post Education/Training	<i>Required ... see statement above.</i>
Independent Living (if needed)	IEP team determines if a goal is needed for this section. It is recommended that each student should have a goal in this area. If the IEP team determines a goal is not needed in this area justification must be evidenced in the results of the age-appropriate transition assessment(s).
The student plans to exit school with:	<input type="checkbox"/> Diploma <span style="margin-left: 100px;"><input type="checkbox"/> Certificate</span>

#### Courses of Study: DE Admin Code §925.20.2.2

Grade	Courses of Study (from student's current year to year of graduation)
_____	<p>The IEP team must determine what instruction and educational experiences will assist the child to prepare for the transition from secondary education to post-secondary life. Courses of study should focus on: all courses and educational experiences; how the educational program can be planned and relate directly to the child's goals beyond secondary education; and, show how those courses are linked to those goals. The course of study must be reviewed and updated annually.</p> <p>The process for developing the courses of study should assist students and their family in selecting courses that are meaningful and motivate students to complete their education.</p>
_____	The courses of study must be a specific listing of courses to determine they will reasonably enable the student to achieve his/her post school goals.
_____	Only listing "core academic", "3 pathway credits", "electives" is not sufficient. SPECIFIC COURSES MUST BE LISTED

**Activities and Services to Reach Goal:** *DE Admin Code §925.20.2 - DE §925.20.2.2*

<b>Employment Goal:</b> <i>Required ... see statement above under Student's Post-High School Goals.</i>				
<b>Activities/Services needed to reach goal</b>	<b>Responsible Party</b>		<b>Start Date</b>	<b>Completion Date</b>
<p><i>What activities and strategies can be identified in the IEP to help the child move toward the realization of post-secondary outcomes? What services, supports or programs will this child need in order to achieve his or her desired post-school goals and ensure success as he or she enters the adult world? How can the child be linked to the needed post-school services, supports or programs before he or she leaves the school setting? The school's responsibility is to help identify activities and strategies, involve appropriate agencies and coordinate the process so that Student's goals are met. All of the activities/strategies must be reviewed and refined each year based on what has been accomplished, current and future needs, and emerging strengths, preferences and interests. Not all of the activities will be the responsibility of the school to oversee, provide or pay for. It is the responsibility of the team to ensure that appropriate outside agencies are involved in transition planning, and there is coordination among all responsible parties. The transition activities/services should build to the student's unique needs and annual goals.</i></p> <p><i>The activities and services should align with the student's post school goals. They should reasonably enable to student to reach his/her goals.</i></p>	<p><i>Who is responsible providing the activities/services</i></p>			
<b>Post-Secondary Education/Training Goal:</b> <i>Description: Required - see statement above under Student's Post-High School Goals.</i>				
<b>Activities/Services needed to reach goal – See description above</b>	<b>Responsible Party</b>		<b>Start Date</b>	<b>Completion Date</b>
<b>Independent Living Goal (if needed):</b> <i>Description: IEP team determines if a goal is needed for this section. It is recommended that each student should have a goal in this area. If a goal is listed there must be activities/services.</i>				
<b>Activities/Services needed to reach goal – See description above</b>	<b>Responsible Party</b>		<b>Start Date</b>	<b>Completion Date</b>

**In addition to School Supports, the Student Will Need the Assistance of:**

Agency	Contact Person	Phone Number
Description: There are many agencies that may help the child and family in the transition to adult life.	Description: When the school district or charter school plans to invite an agency to participate in the IEP meeting for a student, it is required to have parent consent, or consent of the	Description: The parent consent, or consent of the child if he/she has reached the age of majority, must be signed before the invitation goes out to the agency. There should also be

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	<i>child if he/she has reached the age of majority.</i>	<i>evidence the agency was invited to the IEP meeting.</i>
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**Is there a current Interagency Release of Information Form on file with the school?**

☐ Yes      ☐ No (If no, discuss form for transition planning with appropriate agencies)

DRAFT

## Individualized Education Program Post Secondary Transition Plan, Page One

**Student Name:** \_\_\_\_\_ **IEP Meeting Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Current Grade Level:** \_\_\_\_\_ **Expected Date of Graduation:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Evidence of involving student & related agencies:** *Example- student was invited by case manager on 2/2; Voc rehab counselor was invited via phone on 2/2.*

**Age Appropriate Transition Assessments performed** *(State the assessment and date, then identify the student's preferences, interests, strengths and needs then link that information to post secondary goals.) See NSTTAC case studies for specific examples.*

### Definitions-

**Measurable Post Secondary Goals-** *A post secondary goal is a statement of the desired outcome for the student after leaving high school.*

**Measurable Annual Transition Goals-** *Goals that address the skills that the student will be focusing on during the life of the annual IEP in order for the student to reach his/her post secondary goals.*

### Education and Training (Required)

#### **Post Secondary Goal(s) for Education and Training (Required):**

*Example- After graduation from high school, student will enroll at XYZ College (a technical school) and take a business math class to improve his work related math skills and to advance his career in business.*

#### **Annual Transition Goal(s) for Education and Training (Required):**

*Example- Given direct instruction in the high school Business Math course and guided practice, student will (a) use an adding machine, and (b) create spreadsheets using money management software with 85% accuracy throughout the Spring semester of this IEP.*

#### **Progress Review Dates**

10-31	11-5	3-30	6-22

#### **Progress Review Dates**


**List Transition Services related to Education and Training:** *Examples- job shadow experiences, visit college campus, meet with student support office at college*

## Individualized Education Program Post Secondary Transition Plan, Page Two

### Employment (Required)

#### Post Secondary Goal(s) for Employment (Required):

*Example- After finishing high school student will increase his work hours from 10 hours per week to 20 hours per week in the business department of a local office supply store with temporary supports provided through Vocational Rehabilitation.*

#### Annual Transition Goal(s) for Employment (Required):

*Example- Given whole task instruction using a task analysis and a weekly work schedule, Alex will follow the steps necessary to complete a time sheet of the hours worked at his community-based vocational training site with 90% accuracy for the duration of his IEP.*

#### Progress Review Dates

10-31	11-5	3-30	6-22

#### Progress Review Dates


**List Transition Services related to Employment:** *Examples-social skills training, on the job safety instruction, community based instructional experiences, work based instruction*

### Independent Living (as appropriate)

**Post Secondary Goal(s) for Independent Living:** *Example- After graduating high school, student will travel to and from work using the public transportation system with time-limited supports of a job coach or transition service provider.*

#### Annual Transition Goal(s) for Independent Living:

*Example- Given direct instruction and guided practice, student will identify which public bus route she will need to ride in order to get from her house to the grocery store, target, and community college 4 out of 4 opportunities by April of 2009.*

#### Progress Review Dates

10-31	11-5	3-30	6-22

**List Transition Services related to Independent Living:** *Examples-social skills training, travel training, community based instructional experiences*

**Course(s) of Study:** *A description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year. Requirement: List the course(s) of study needed to assist the student in reaching his/her post secondary goals or attach a list of courses. Course of study may also be listed in a narrative format.*

**Describe the Coordinated Interagency Linkages and Responsibilities (services provided or paid for from another agency and a timeline for completion):**

**If the student will be reaching age 17 during the duration of this IEP, he/she and their parents must have been notified, in writing, that parental rights will transfer to the student upon reaching the age of 18. ☐ Yes**  
**If not completed in writing, please specify how they were notified:**

<b>Name of Student</b>		<b>Date of IEP Meeting</b>	
Independent Living Goal <input type="checkbox"/> N/A			
Measurable Postsecondary Goal:		See Measurable Annual Goal(s): _____	
Transition Service Activities:		Party(s) Responsible:      Time Frame:	
<b>Courses of Study</b>			
Proposed courses of study to assist the student in reaching the measurable postsecondary goals.			
School Year:	School Year:	School Year:	School Year:
<b>TRANSFER OF RIGHTS AT AGE OF MAJORITY</b>			
At least one year prior, the student must be informed that rights under the IDEA transfer to the student at the age of 18.			
<input type="checkbox"/> The student will turn 17 during this IEP period. <input type="checkbox"/> N/A			
<input type="checkbox"/> The student and parent were informed of the transfer of rights. By: _____ Date: _____			
<input type="checkbox"/> The student is under guardianship pursuant to Wyoming law. (Attach copy of the Guardianship Order.)			
<b>GRADUATION OR PROGRAM COMPLETION</b>			
Projected date of:			
Graduation: _____ Program Completion: _____			
Diploma or certificate: _____ <input type="checkbox"/> N/A			
Describe the body of evidence needed to support graduation:			



# TRANSITION INDIVIDUALIZED EDUCATION PROGRAM (IEP)

## MIDDLE / SECONDARY TRANSITION

Student Name \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Page \_\_\_\_ of \_\_\_\_ Student ID Number \_\_\_\_\_

### **MEASURABLE POST SECONDARY GOALS and TRANSITION SERVICES**

(To be developed no later than the IEP to be in effect at age 14, or earlier, if appropriate)

#### **DOCUMENTATION OF TRANSITION ASSESSMENTS:**

Are the postsecondary goals based upon age-appropriate formal and informal transition assessments? \_\_\_\_No \_\_\_\_Yes

If yes, identify these assessments in the Present Level of Academic Achievement and Functional Performance or indicate which age-appropriate transition assessments were conducted for the development of measurable postsecondary goals and transition activities, as well as the date they were conducted: \_\_\_\_\_

#### **Formal and Informal Assessments (list name of assessment and date administered):**

#### **MEASURABLE POSTSECONDARY EMPLOYMENT GOAL:**

**Describe how the student's courses of study support attainment of this postsecondary goal:**

Transition Activities/Services (including activities that link the student to adult services)	Responsible Individual/ Describe Responsibilities	Date to be Completed
Instruction	Considered, but not appropriate at this time <input type="checkbox"/>	
Related Services	Considered, but not appropriate at this time <input type="checkbox"/>	
Community Experiences	Considered, but not appropriate at this time <input type="checkbox"/>	
Employment	Considered, but not appropriate at this time <input type="checkbox"/>	
Functional Vocational Evaluation	Considered, but not appropriate at this time <input type="checkbox"/>	
Daily Living Skills	Considered, but not appropriate at this time <input type="checkbox"/>	
Adult Living	Considered, but not appropriate at this time <input type="checkbox"/>	
*Other	Considered, but not appropriate at this time <input type="checkbox"/>	

\* If not addressed in other sections of the IEP, other could include assistive technology, accessible materials and self-determination skills.

**MEASURABLE POSTSECONDARY EDUCATION GOAL(S)** (e.g., higher education, and continuing/adult education):

**Describe how the student's courses of study support attainment of this postsecondary goal:**

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Transition Activities/Services (including activities that link the student to adult services)		Responsible Individual/ Describe Responsibilities	Date to be Completed
Instruction	Considered, but not appropriate at this time <input type="checkbox"/>		
Related Services	Considered, but not appropriate at this time <input type="checkbox"/>		
Community Experiences	Considered, but not appropriate at this time <input type="checkbox"/>		
Employment	Considered, but not appropriate at this time <input type="checkbox"/>		
Functional Vocational Evaluation	Considered, but not appropriate at this time <input type="checkbox"/>		
Daily Living Skills	Considered, but not appropriate at this time <input type="checkbox"/>		
Adult Living	Considered, but not appropriate at this time <input type="checkbox"/>		
*Other	Considered, but not appropriate at this time <input type="checkbox"/>		

\* If not addressed in other sections of the IEP, other could include assistive technology, accessible materials and self-determination skills.

**MEASURABLE POST SECONDARY TRAINING GOAL(S)** (e.g., career and technical education, military service, on-the-job training, apprenticeship):

**Describe how the student's courses of study support attainment of this postsecondary goal:**

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Transition Activities/Services (including activities that link the student to adult services)		Responsible Individual/ Describe Responsibilities	Date to be Completed
Instruction	Considered, but not appropriate at this time <input type="checkbox"/>		
Related Services	Considered, but not appropriate at this time <input type="checkbox"/>		
Community Experiences	Considered, but not appropriate at this time <input type="checkbox"/>		
Employment	Considered, but not appropriate at this time <input type="checkbox"/>		
Functional Vocational Evaluation	Considered, but not appropriate at this time <input type="checkbox"/>		
Daily Living Skills	Considered, but not appropriate at this time <input type="checkbox"/>		
Adult Living	Considered, but not appropriate at this time <input type="checkbox"/>		
*Other	Considered, but not appropriate at this time <input type="checkbox"/>		

\* If not addressed in other sections of the IEP, other could include assistive technology, accessible materials and self-determination skills.

**MEASURABLE INDEPENDENT LIVING/COMMUNITY PARTICIPATION GOAL(S):**Considered, but not appropriate at this time ☐

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**Describe how the student's courses of study support attainment of this postsecondary goal:**

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Transition Activities/Services (including activities that link the student to adult services)		Responsible Individual/ Describe Responsibilities	Date to be Completed
Instruction	Considered, but not appropriate at this time <input type="checkbox"/>		
Related Services	Considered, but not appropriate at this time <input type="checkbox"/>		
Community Experiences	Considered, but not appropriate at this time <input type="checkbox"/>		
Employment	Considered, but not appropriate at this time <input type="checkbox"/>		
Functional Vocational Evaluation	Considered, but not appropriate at this time <input type="checkbox"/>		
Daily Living Skills	Considered, but not appropriate at this time <input type="checkbox"/>		
Adult Living	Considered, but not appropriate at this time <input type="checkbox"/>		
*Other	Considered, but not appropriate at this time <input type="checkbox"/>		

\*If not addressed in other sections of the IEP, other could include assistive technology, accessible materials and self-determination skills

Legal Name of Student _____	State Student ID (SASID) _____	Date of Birth _____	Date _____
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<b>SECTION 8: POSTSECONDARY TRANSITION PLAN</b>	This section to be completed for each IEP, starting when the student is 15 (or earlier if appropriate), but not later than the end of 9 <sup>th</sup> grade, and updated annually. <b>ECEA 4.03(6)(d)</b>
Projected date of graduation/program completion: _____	<b>IDEA 300.102(a)(3)(i)-(iii) Limitation to FAPE</b>
Projected type of completion document _____	
<b>Measurable Post-School Goals</b> (from Section 6: Measurable Post-School Goals): <b>ECEA 4.03 (6)(d)(ii)</b>	
This section to be completed for each IEP, starting when the student is 15 (or earlier if appropriate), but not later than the end of 9 <sup>th</sup> grade, and updated annually. <b>ECEA 4.03(6)(d)</b>	
Measurable post-school goals must be based on current age-appropriate transition assessments.	
<b>Education/Training Goal:</b>	
<b>Employment Goal:</b>	
<b>Independent Living Skills Goal (when appropriate):</b>	
<b>Planned Course of Study:</b> <b>ECEA 4.03(6)(d)(iii)</b>	The planned course of study must address all post-school areas that are identified for the student.
<b>Transition Services and Activities</b> <b>ECEA 4.03(6)(d)(iii)</b>	Describe the activities provided by the adults in the school and in the community that will enable and promote the student's progress toward meeting annual and postsecondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for student's needs. Transition services must be specific and individualized and must state what the adults will provide.
Education/Instruction and Related Services: <b>ECEA 4.03 (6)(d)(ii); ECEA 2.51(1)(b)</b>	
Career/Employment and other Post-School Adult Living Objectives <b>ECEA 4.03(6)(d)(ii); ECEA 2.51(1)(b)</b>	
Community Experiences <b>ECEA 4.03 (6)(d)(ii); ECEA 2.51(1)(b)</b>	
If appropriate, Daily Living Skills and/or Functional Vocational Evaluation <b>ECEA 4.03 (6)(d)(ii); ECEA 2.51(1)(b)</b>	
<b>Agency Linkages</b>	
What agency linkages, if any, have been made? Written parental consent must be obtained prior to inviting any agency or organization that is likely to be responsible for providing or paying for transition services.	
If the student will turn 20 during the course of this IEP period, student and parent(s) have been informed of the transfer of rights at the age of majority (21). <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <b>IDEA 300.320(c) Transfer of rights at age of majority.</b>	
<b>NOTE:</b> Graduation with a regular diploma will permanently end entitlement to a free and appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and the Colorado's Rules for the Administration of the Exceptional Children's Educational Act. Therefore, after graduation this student will no longer be entitled to receive special education and related services from a school district or other local education agency. At the end of the regular school-year semester in which the student turns 21, s/he would no longer be eligible for special education services.	

<b>APPROPRIATE MEASURABLE POSTSECONDARY GOALS</b>		
<i>Consider the student's strengths, interests and preferences, and based on age appropriate transition assessments.</i>		
Post-School Goals for Employment "My plan for a job is..."	Source	
Post-School Goal for Training and/or Education "Upon completion of high school, I will..."	Source	
Post-School Goal of Independent Living "My plan for living arrangements is..."	Source	
<b>STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES/STRATEGIES</b>		
Activities/Strategies Related to Measurable Postsecondary Goals	Date to Implement	Person/Agency Arranging or Providing Services
Instruction:		
Related Services:		
Community Experiences:		
Employment:		
Adult Living:		
Daily Living Skills:		
Functional Vocational Evaluation:		
<b>COURSE OF STUDY</b>		
<i>Considering the student's strengths, interests, preferences, and desired postsecondary goals, list the specific courses of study for the period of time covered by this IEP that will promote movement from school to the student's desired post-school goals.</i>		
School Year	Grade	Courses

<b>Name of Student</b>	<b>Date of IEP Meeting</b>
<b>TRANSITION SERVICES</b>	
For all students beginning with the IEP to be in effect when the child is 16 and updated annually thereafter. <input type="checkbox"/> N/A Student will not become 16 during implementation of this IEP	
<b>Student's Desired Post-School Activities</b>	
Postsecondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living, and/or community participation.	
<b>Results of Age-Appropriate Transition Assessments:</b> <input type="checkbox"/> <b>Results Attached</b>	
Education/Training:  Employment:  Independent Living Skills (if appropriate):	
<b>MEASURABLE POSTSECONDARY GOALS</b>	
Based on age-appropriate transition assessments related to training and education, employment, and if appropriate, independent living skills. Clearly specify the activities, desired level of achievement and the timeline for achievement.	
<b>Postsecondary Education/Training Goal</b>	
Measurable Postsecondary Goal: _____ See Measurable Annual Goal(s): _____	
Transition Service Activities:	Party(s) Responsible: _____ Time Frame: _____
<b>Career/Employment Goal</b>	
Measurable Postsecondary Goal: _____ See Measurable Annual Goal(s): _____	
Transition Service Activities:	Party(s) Responsible: _____ Time Frame: _____

## APPENDIX B: DATA REVIEW FOR COURSE OF STUDY

Student \_\_\_\_\_ Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_ Date \_\_\_\_\_

<b>Data Sources</b> <i><b>Factors to be considered in the analysis of Course of Study</b></i>	<b>Student Data</b> <i><b>List existing student data</b></i>	<b>Action Plan for Additional Data</b>	<b>Analysis and Implications</b>
Student Profile - <i>State and district-wide assessment results</i> - <i>Current evaluation results</i>			What if any implications can be drawn regarding the student's performance in the general curriculum?
K-12 Transcript History - <i>Courses and grades</i> - <i>On track to meet MMC requirements?</i>	Attach transcript.		This may have implications for ongoing review of the Course of Study decision.
Attendance/Discipline - <i>IEP supports adequate if disability related?</i>			Mere absence from school is not a determinant of Course of Study
Present Level of Academic Achievement and Functional Performance - <i>Activities of Daily Living</i> - <i>Work Habits</i> - <i>Rote vs abstract reasoning, generalization, problem solving</i> - <i>State and district assessment as compared to classroom assessment</i> - <i>Performance of student with disability and typically developing peers in comparison to exiting 8<sup>th</sup> grade content expectations and end of course expectations for 9<sup>th</sup> grade credits.</i>			How do the student's functional skills "fit" with the regular diploma MMC requirements? How do they "fit" with the regular diploma MMC requirements as modified by a Personal Curriculum (PC), including a PC that makes as many modifications as possible within the decision rules adopted by the district (i.e., without creating an alternate curriculum)?

Data Sources <i>Factors to be considered in the analysis of Course of Study</i>	Student Data <i>List existing student data</i>	Action Plan for Additional Data	Analysis and Implications
Goals/Objectives including Progress Data			
Accommodation History <i>For each accommodation previously provided, identify</i> <ul style="list-style-type: none"> <li>- What student need addressed</li> <li>- Whether the accommodation was aligned with the need</li> <li>- Resulting student performance</li> </ul> <i>Are there any additional accommodations that should be considered prospectively?</i>	Attach Accommodation History form.		Review of student performance in the context of the student's accommodation history helps the IEP team to filter out disability related input and output issues and to focus on the student's ability to demonstrate proficiency on MMC content expectations.
Modification History <i>Any evidence of modified or alternate curriculum</i> <ul style="list-style-type: none"> <li>- Extended GLCE's referred to in PLAAFP and G/O</li> <li>- State Assessment/Alternate Assessment</li> </ul>			The legislature requires that the regular high school diploma be based on the general curriculum as defined by the MMC.
EDP/Transition Plan <i>What is the student's postsecondary vision?</i>			Even if the EDP/Transition Plan appears challenging, the Course of Study should support the student's vision.
PC <i>Have there been any prior PC requests?</i> <i>Did the student satisfactorily complete the PC(s)?</i>		If suspect that not on track to meet MMC requirements and PC not previously requested, complete <b>Checklist for PC Request</b>	Successful completion of prior PCs is a favorable prognosticator for continued regular diploma Course of Study.
<p>Summary Analysis: Does it appear that accommodations, in conjunction with specialized instruction and/or a Personal Curriculum provide a meaningful opportunity for the student to demonstrate sufficient mastery of the MMC to attain a regular high school diploma?</p> <p>If No, the team should discuss what non-diploma study options(s) are appropriate.</p> <p>If Yes, the team should discuss a Course of Study leading to a diploma.</p>			



## APPENDIX C: CHECKLIST FOR PC REQUEST UNDER 5(K) BASED ON RECOMMENDED DECISION RULES

Student \_\_\_\_\_ Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_ Date \_\_\_\_\_

AREA OF POSSIBLE NEED (enter only one content credit requirement per row)	DOES THE AREA OF POSSIBLE NEED ALIGN WITH A DISABILITY IDENTIFIED IN THE STUDENT'S IEP?	HIGHEST MASTERY OF CORE STANDARDS W/O MODIFICATION (NOTE: For students with IEP goals based on extended GLCEs/HSCes or essential elements of the common core standards and who have been assessed using MI-Access in a particular core subject, performance should be "translated" into unmodified core standard baseline.)	NUMBER OF POWER/CORE STANDARDS THAT STUDENT LIKELY TO MASTER WITHIN A SCHOOL YEAR IF ALTERNATE PROFICIENCY 60% OR ABOVE	IS THE NUMBER TO THE LEFT AT LEAST 90% OF THE CORE STANDARDS?	IS THIS NUMBER THE BASIS FOR PARTIAL CREDIT?	WITH EXTENDED TIME (E.G. MORE THAN ONE YEAR) COULD ADDITIONAL PARTIAL/FULL CREDIT BE OBTAINED?
	YES-Proceed with rest of chart.  NO-The student would be limited to PC options for gen ed students.			YES-Good candidate for 5(k) PC.  NO-Student at risk of not meeting allowable PC modifications. Consider partial credit/extended time options.	YES  NO	YES  NO
1.	YES  NO			YES  NO	YES  NO	YES  NO
2.	YES  NO			YES  NO	YES  NO	YES  NO
3.	YES  NO			YES  NO	YES  NO	YES  NO
4.	YES  NO			YES  NO	YES  NO	YES  NO

## APPENDIX D: SECONDARY EDUCATION EXIT DOCUMENT CONSIDERATIONS

Documentation upon exit from secondary education (Note: A student might exit with more than one of the options listed.)	Is it a “regular high school diploma”?	Is the documentation accepted by...					
		Employers?	Technical Centers?	Community Colleges?	State Universities?	Private Colleges?	Military?
<b>“MMC Plus” Diploma</b> <i>Student meets MMC requirements with or without PC, plus any additional district requirements</i>	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>MMC Diploma</b> <i>Student meets MMC requirements, with or without PC</i>	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Certificate of Performance</b> <i>1.Student completes vocational program and worksite based learning. 2.Instructor rates performance on associated skill sets and related skills (e.g., .attendance, social skills, following rules and directions, hygiene, self-advocacy)</i>	No	Maybe	Need Info	Yes, except may require placement testing	Maybe (likely not)	Need Info	Maybe
<b>Certificate of Academic Achievement</b> <i>Student demonstrates a minimum proficiency on the ACT WorkKeys in academic skills of reading for information, locating information, and applied mathematics</i>	No	Maybe	Need Info	Yes, except may require placement testing	Maybe (likely not)	Need Info	Maybe
<b>Certificate of Participation</b> <i>Individualized participation and integration into the community</i>	No	Maybe	Need Info	No	No	Need Info	No
<b>Certificate of Completion (as historically issued)</b>	No	Maybe	Need Info	Maybe –but will require placement testing	No	Need Info	No
<b>GED</b>	No	Yes	Yes	Yes, except may require placement testing	Yes	Yes	Maybe

*Please note that the answers in this chart are reflective of the data currently available. An answer of “maybe” indicates a lack of consensus in the schools polled within the category or a lack of an applicable policy in the schools’ current structure.*