



White Bear Lake Area Schools

Special Education: Transition & Graduation Planning Guidelines

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Section 1: General Information and Background

Purpose:

The purpose of this guideline is to provide clear, actionable and timely guidance for IEP teams to follow in supporting transition-aged students and their families as they work toward graduation and plan for life after high school. Transition planning is a dynamic process that includes the involvement of several key people in order to ensure that planning is comprehensive in meeting each student's needs; this guideline outlines the specific responsibilities of each of those key stakeholders.

Rationale:

Beginning in grade 7, but no later than grade 9, IEP teams are required by law to initiate an ongoing transition planning process to ensure that students with disabilities are able to meet their measurable



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postsecondary goals in postsecondary education and training, employment, and, as necessary, independent living. Districts must have a continuum of services and supports in place to meet the postsecondary transition needs of students, regardless of their disability or present levels of performance.

Definitions:

- **Aging Out:** Effective July 1, 2023, Minnesota Statutes, section 125A.03(b) is amended to continue the provision of special instruction and services from birth until the child with a disability becomes 22 years old.
- **Competitive Integrated Employment:** Competitive Integrated Employment is work performed on a full-time or part-time basis, with or without supports, including self-employment; paying at least minimum wage, as defined by the Fair Labor Standards Act, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by workers without a disability; paid by an employer who is not the individual's service provider; performed in an integrated setting typically found in the competitive labor market where people with disabilities have the opportunity to interact with non-disabled co-workers during the course of performing their work duties to the same extent that non-disabled co-workers have to interact with each other when performing the same work; and provides the employee with a disability with the same opportunities for advancement as employees without disabilities in similar positions." (Olmstead Plan, Revision, February, 2017, p. 114).
- **Comprehensive Career and College Readiness (CCR) Program:** Integrating the multiple elements that impact college and career readiness and success for students in the pre-K through 12th grade environment.
- **Credit Excusals:** Credit excusals mean you are reducing the amount of credits required by the district. For example, the district requires 1 credit of World History out of a total of 22 credits for graduation. If the IEP team excuses 1 credit of World History and does not substitute another class in the student's schedule for World History, the student now only needs 21 credits for graduation. *Excusals are rarely used*, as students are typically at school full-time and have plenty of credit options that can be substituted. Credit excusals must be discussed as an IEP team and have approval from building or special education administration.
 - Credit excusals are used most frequently when a student is not attending school on a full-time basis. If the student is on a shortened day in 10th grade and has courses excused and is able to return to school full time in 11th grade, the team will reconvene and review the graduation plan and determine (based on the student's measurable postsecondary goals and team discussion) if the student is able to make up those credits through summer school, attending the ALC or other options.
- **Credit Substitution:** Credit substitutions mean you are substituting a course that meets a required credit requirement for a course not required for graduation. For example, substituting a 1 credit Read 180/special education Language Arts class, for 1 credit of district required Language Arts



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class. The team may also determine that the student will substitute a course required for a traditional credit graduation plan for an elective course. For example, substituting a district required 1 credit Language Arts class for .5 Transition Skills class and .5 Employment Skills class. Credit substitutions **involving core content courses** must be discussed as an IEP team, have approval from building or special education administration and include consideration of how substitutions may impact preparation for postsecondary goals.

- **Course substitutions for electives only:** You do not need building or special education administration approval. (For example when a special education class will be taken as an elective in lieu of a general education elective.)
- **Executive Summary:** The Executive Summary page of the evaluation report connects the evaluation report to the IEP by synthesizing the evaluation data (strengths, needs, interests, preferences, transition skills acquired and needed to be addressed). The data in the Executive Summary is the basis for the development of the IEP and provides recommendations about the student's programming.
- **Graduation Plan:** A graduation plan is the result of graduation planning that is documented within the IEP. The types of graduation plans to consider include:
 - Traditional- District Credit Requirement Based Graduation Plan
 - IEP- Credit Driven Graduation Plan
 - IEP- Goal Driven Graduation Plan
- **Notice of Transfer of Parent Rights:** Notice must be given by the student's 17th birthday, and this typically occurs during the annual IEP meeting prior to the student's 17th birthday. Both the student and the parent/guardian(s) must be informed. If the student is 18, unless the district has documentation to indicate otherwise, the student provides consent but the parent/guardian can still be involved in the team.
- **Personal Learning Plan (PLP):** Minnesota Statutes, section 120B.125 requires all students beginning no later than ninth grade to have a Personal Learning Plan around several key elements. This plan should be looked at as a life plan that includes academic scheduling, career exploration, career and employment-related skills, community partnerships, college access, all forms of postsecondary training, and experiential learning opportunities.
- **Summary of Performance:** A local educational agency shall provide a student with a disability with a summary of their academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting their postsecondary goals. The SOP **must** be completed during the final year of a student's high school education and is most useful when the student has the opportunity to actively participate in the development of this document. The document should contain the most updated information on the performance of the student and include both the student's abilities and aspirations.



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- **Transition Program:** Program typically for students ages 18 – 21 with disabilities that continue to be eligible to demonstrate eligibility for special education services based upon the needs identified in their Individualized Education Program (IEP) plan. Students attending a transition program are learning skills that allow them to access their greatest level of independence in the transition areas of independent living, employment, recreation and leisure, and postsecondary options. Students access job training and learning opportunities both on site and in the community depending on student ability and need.
- **World's Best Workforce (WBWF):** The World's Best Workforce Plan (Minnesota statute, section 120B.11) is a comprehensive, long-term strategic plan to support and improve teaching and learning with the ultimate goal of creating the world's best workforce. It is intended to serve as a foundational document that aligns educational initiatives that serve students pre-k through high school. It is based on five beliefs:
 - All students are ready for kindergarten
 - Close the achievement gap
 - All students in third grade achieve grade-level literacy
 - All students attain career and college readiness before graduating from high school
 - All students graduate from high school
- **Workforce Innovation and Opportunity Act (WIOA):** The Workforce Innovation and Opportunity Act (WIOA) is a law authorizing federal funding for workforce development activities. It is the foundation of our workforce development initiatives and job-training programs for adults and youth.

Section 2: Roles and Responsibilities

- **Building/Special Education Administrator:** Provide information regarding the array of services available in the school district and commit agency resources to ensure that services in the IEP will be provided as agreed upon by the team. The building/special education administrator is responsible for assuring that the student's graduation plan is appropriate and in alignment with state requirements as well as the student's postsecondary needs. The building/special education administrator approves plans that deviate from standard graduation requirements.
- **High School Counselor:** Their expertise in career and lifespan development complement special educators' disability expertise. The high school counselor is a key player in ensuring that students have schedules and are earning credits in alignment with their postsecondary goals and building procedures for graduation.
- **IEP Case Manager:** Provide current information, research, student assessment, and progress reporting data to guide the team in making IEP decisions. Make recommendations about individualized learning strategies, teaching methodology, and effective accommodations in the classroom, home and community. Is responsible for coaching students as they set their



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measurable postsecondary goals.

- **IEP Team:** Identify students' future goals and the types of services, including course requirements, that would help students achieve their goals.
- **Student:** Required member of the IEP Team. Student participation allows them to have a strong voice in their own education and can teach them a great deal about self-advocacy and self-determination.
- **Parent/Guardian:** Required member of the IEP team. Parent/Guardian participation and partnership is essential in helping to ensure student transition needs are identified and a plan is developed to help meet the needs.
- **Related Service Provider:** Share their special expertise about the student's needs and how their own professional services can address those needs.
- **Vocational Rehabilitation Services (VRS), Community Resources, etc.:** VRS Student Career Services help students discover their strengths, preferences and interests; career and postsecondary education possibilities; how to gain work skills and experiences; and what they'll need to make their plan happen.

Section 3: Process & Procedures

Step 1: Planning for Transition to 9th Grade

Success in high school is more likely when students with disabilities start 9th grade with an IEP intentionally developed to meet their needs and equip them for success in this new setting. The purpose of this section is to outline the key steps teams should follow to make sure IEPs for each incoming 9th grade student with a disability are set in time for a smooth transition to this pivotal year in their education. This step is important even when students are transitioning to a federal setting IV program.

Schedule a Transition Meeting

Prior to 9th grade, typically in the winter or spring of 8th grade, appropriate members of the student's IEP team should meet to plan for the student's transition to high school. The meeting may occur during the annual IEP meeting in 8th grade or at a separate transition meeting in the winter/spring, depending upon the annual IEP meeting date. Relevant team members at this meeting include:

- Student (strongly encouraged)
- Parent/Guardian
- Current Case Manager
- Incoming Case Manager



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- High School Counselor
- School Psychologist(s)
- Related Service Providers (as appropriate)
- Administrator (required if happening in conjunction with annual IEP meeting)
- Other relevant team members as appropriate

The purpose of the meeting is to plan for the student's transition needs and help set the student up for success as they begin high school. Topics that should be discussed include the following:

- Determine if the student needs a transition evaluation (comprehensive transition evaluations must occur no later than the end of 9th grade and no earlier than 7th grade)
- Plan the student's courses, according to the needs identified in the IEP
- Identify any other supports the student needs to be successful in the high school setting (i.e Spring transition visit to the high school to become familiar with the setting, Extended School Year, etc.) and to increase independence, as appropriate.

Following the meeting, make necessary amendments to the IEP and send home appropriate paperwork.

Support the Student with Participating in Transition Activities

Students with disabilities who are transitioning to 9th grade should have the opportunity to participate in any activities that are designed for all students transitioning from 8th to 9th grade. However, some students may need accommodations or modifications to properly access and participate in these activities.

Some students may need to be provided additional, more individualized transition activities aligned to their unique needs. For example, a student with autism may need to visit the new building or classroom in order to acclimate to the change. The IEP team should consider these needs when planning for each student's transition.

Step 2: Determine & Develop an Initial Plan for Graduation

Starting in 9th grade, after the student's comprehensive secondary transition evaluation has been completed, the IEP team should begin discussing how the student will make progress toward graduation. Input from all team members is important including the parent/guardian and student, and each role on the IEP team serves a unique and important purpose as outlined in section 2. Specifically, the team will need to determine if the student will graduate based on the traditional District credit requirements or based off of an IEP-Driven graduation plan. While this plan can change over time, this conversation needs to occur early in the student's high school career and no less than annually until they graduate. It is essential that the student's graduation plan is aligned to their measurable postsecondary goals and



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prepares them for the plans they have after high school graduation. The types of graduation plans are described in more detail below:

- **Determine Type of Graduation Plan**

- **Type 1: Traditional- District Credit Requirement Based Graduation Plan**

- **Description:** Students who graduate under this type of graduation plan meet ALL district District credit requirements for graduation. Teams do not use any credit substitutions or credit excusals as part of this plan.

- All direct special education services take place in the general education setting or non-instructional time (i.e. Bear Time, Lunch)

WBLAS Credit Requirements:

- Language Arts 4 credits
 - Math 3 credits
 - Social Studies 3.5 credits
 - Science 3 credits
 - Required Electives
 - Health .5 credits
 - PE .5 credits
 - Art .5 credits
 - Wellness .5 credits
 - Choice Electives 6.5 credits

Total Credits	22 credits
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* Note:

- A student has the potential to earn 6 credits per year. Over grades 9-12 that would equal 24 credits, so there is some room for students to make up credits if needed.
- PSEO courses can count toward required credit courses and 916 career and tech courses often count as electives. Please work with the student's counselor if you need clarification.
- Pass/No Pass grading should be discussed by the IEP team, but is an option for general education and special education students. Pass/No Pass grading does not impact the student's GPA.
- Passing grade: 60% or D-

- **Post-Secondary Consideration:** This plan is best for students who are college-bound and have to complete various prerequisites as part of the admission requirements for the college/university they wish to attend. If a student wishes to attend college



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and needs to complete prerequisites courses (i.e., English, Geometry, etc.), but requires direct special education services in that area, then it is imperative that the IEP team consider ways to provide that student with access to the general curriculum while still giving them access to specially designed instruction. In other words, the team should consider what alternatives to replacing the core could be appropriate. Examples include: Special Education teacher(s) provide direct instruction in the general education setting (push in, co-teaching) or student has accommodations and modifications and direct instruction takes place during lunch or Bear Time.

○ **Type 2: IEP- Credit Driven Graduation Plan**

- **Description:** Students who graduate on this type of graduation plan meet SOME of the District's credit requirements for graduation. IEP teams use the district graduation credit requirements as the basis of the plan. When a student is unable to meet a credit requirement (i.e., English/Language Arts, Math, Social Studies, Science), the IEP team considers substitution (or on rare occasions excusal) of those credits. Whenever substitutions or excusals are being considered, it is very important for an administrator to be present. Substitutions and excusals **for core content classes, must** be approved by administration, as it is the administrator that will ultimately sign the High School Diploma.

- **Course substitutions for electives only:** You do not need building or special education administration approval. (For example when a special education class will be taken as an elective in lieu of a general education elective.)

- **Post-Secondary Consideration:** This plan is best suited for students who are college-bound (if they have only had minimal substitutions, typically for electives), planning to enter into competitive employment, attend a 2 year college, attend a technical college or trade school, or enlist in the military following graduation. These students may need some replacement core, but are able to earn required credits with a small number of substitutions or, in rare cases, excusals.

○ **Type 3: IEP-Goal Driven Graduation Plan**

- **Description:** Students who graduate on this type of graduation plan meet successful achievement of their individual educational goals. IEP teams use the district graduation credit requirements as the basis of the plan with significant course substitutions or excusals.

- In White Bear Lake Area Schools, students following a IEP-Goal Driven



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graduation plan are traditionally students who have been programmed in a cluster program. The student may earn the 22 credits toward graduation, but the majority of classes taken by the student are general education electives or special education courses.

- **Post-Secondary Consideration:** This plan is best suited for students who are receiving the majority of their services via replacement core classes and those who are planning or determined eligible to attend Transition Programming at the Transition Education Center, enter the workforce to gain on the job training with support or attend a Day Training and Habilitation (DT&H) after graduation.

Step 3: Documentation of the Graduation Plan in the IEP

- **Document the Graduation Plan in the IEP**
 - The type of graduation plan determined to be appropriate for the student will result in different documentation requirements:
 - **Type 1 Documentation:** *Traditional Graduation Plan Based on District Credit Requirements (All direct services during non-instructional times: Push in/co-taught, during bear time)*
 - No additional documentation is required if the student is graduating based on meeting District Credit Requirements.
 - **Type 2 Documentation:** *IEP Credit Driven Graduation Plan*
 - Once approved, a Credit-Driven Graduation Plan that includes credit substitutions and/or excusals must be documented in the students IEP within the Transition Services Page below the courses of study and the accommodations section.
 - The IEP team must discuss the student's special education needs and measurable postsecondary goals to help them determine why a substitution and/or exemption would be proposed.

Sample Documentation in IEP on Transition Services Page:

- The courses of study and the graduation plan detailed in the comments section below the courses of study should always include a minimum of 2 years. As the student progresses in grade, the courses of study and comments section should reflect the courses the student has taken and outline any substitutions or exemptions. By the time the student is in 12th grade the graduation plan in the comments section should contain the course substitutions/exemptions for grades 9,



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10, 11 and 12.

- When you amend an IEP or write the annual IEP, you should be sure that you review the student's courses of study and graduation plan in the comments section so it reflects what courses the IEP team has agreed the student will take.

Comments:

Graduation Plan:

Meredith is graduating based on IEP Credit Driven Graduation Plan. The following class substitutions have been agreed upon by the IEP team.

Grade 9:

Study Skills: Meredith's schedule will reflect a substitution of Study Skills in lieu of (list course name), a 1.0 elective credit.

Grade 10:

TransMath: Meredith's schedule will reflect a substitution of TransMath in lieu of (list course name), a 1.0 math credit.

Grade 11:

Individual Study Skills: Meredith's schedule will reflect a substitution of Individual Study Skills in lieu of (list course name), a 1.0 elective credit.

Read 180: Meredith's schedule will reflect a substitution of Read 180 in lieu of (list course name), a 1.0 Language Arts credit.

Grade 12:

Individual Study Skills: Meredith's schedule will reflect a substitution of Individual Study Skills for 2 periods in lieu of (list both course names), each a 1.0 elective credit.

Read 180: Meredith's schedule will reflect a substitution of Read 180 in lieu of (list course name), a 1.0 Language Arts credit.

** If the team agrees to an excusal please document like the sample below:

Grade 12:

Due to Meredith's shortened day accommodation, Meredith will be excused from a 1.0 elective course.

- If a student has a course excusal, the team should consider if the excusal could be made up through summer school or other options.
- All proposals and agreements are documented in the PWN.

Sample Documentation in IEP on Accommodations Page:

Sample for Substitutions Only:

Due to Meredith's Autism Spectrum Disorder and needs in executive functioning and reading skills, Meredith will be provided the following supports in all classes by the general education and special education teachers:

- Meredith is graduating based on an IEP credit driven graduation plan. Meredith's plan contains course substitutions as outlined in the Transition Services/Courses of Study page of the IEP. Meredith is eligible for graduation when she makes adequate progress on her IEP goals and completes 22 credit course requirements or ages out of services.

Sample for Substitutions and Exemptions:



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Due to Meredith's Autism Spectrum Disorder and needs in executive functioning and reading skills, Meredith will be provided the following supports in all classes by the general education and special education teachers:

- Meredith is graduating based on an IEP credit driven graduation plan. Meredith's plan contains course substitutions and exemptions as outlined in the Transition Services/Courses of Study page of the IEP. Meredith is eligible for graduation when she makes adequate progress on her IEP goals and completes 19 credits or ages out of services.
 - To include credit exemptions: The IEP would also need to contain documentation that the student has a shortened day and why OR another reason for the course exemption as agreed upon by the IEP team and with approval from administration.
- **Type 3 Documentation: IEP-Goal Driven Graduation Plan**
 - Once approved, an IEP-Goal Driven Graduation Plan that includes credit substitutions and excusals must be documented in the students IEP within the courses of study and the accommodations section.
- **Example 1** (i.e. ASD/DCD Cluster Students) Meredith is graduating off an IEP-Goal Driven Graduation Plan, with course substitutions.

Comments: Additional information, substitutions, and exemptions related to courses of study and graduation requirements.

---Select Option---

Graduation Plan:

Meredith is graduating off an IEP-Goal Driven Graduation Plan, containing course substitutions.

- **Example 2** (i.e. Portfolio Plan- when not graduating off 22 total credits) Meredith is graduating off an IEP-Goal Driven Graduation Plan, with course exemptions and substitutions. Meredith will graduate when she successfully completes the courses agreed upon by the IEP team with 60% or greater accuracy. The courses include: Independent Study 301 (Consumer Math), Independent Study 301 (Reading For Life) and Independent Study 301 (Transition to Adulthood). In addition to passing these 3 courses, Meredith will need to make adequate progress toward her IEP goals.
- **Example 3** (i.e. HS example for a student that has had interrupted education due to being in treatment and not graduating off 22 total credits) Meredith is graduating off an IEP-Goal Driven Graduation Plan, with credit exemptions (graduating with less than 22 credits) and course substitutions. Meredith will graduate when she successfully completes the courses agreed upon by the IEP team listed in her courses of study and when she makes adequate progress on her IEP goals and objectives.
 - Or Meredith is graduating off an IEP-Goal Driven Graduation Plan, with credit exemptions



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(graduating with less than 22 credits) and course substitutions. Meredith is a student that has had interrupted education due to being in day treatment, outpatient and residential treatment. Meredith will graduate when she successfully completes the courses agreed upon by the IEP team listed in her courses of study and when she makes adequate progress on his IEP goals and objectives.

- **Example 4** (i.e. Transition Plus- student may or may not have 22 total credits) Meredith is graduating off an IEP-Goal Driven graduation plan. Meredith will graduate when she successfully completes the courses agreed upon by the IEP team and obtains the goals and objectives outlined within her IEP, or ages out.
- **Example 5"** (i.e. TAPP students) Meredith is graduating off an IEP-Goal Driven graduation plan, with course exemptions and substitutions. Meredith will graduate when she successfully completes the courses agreed upon by the IEP team and obtains the goals and objectives outlined within her IEP, or ages out.

Sample Documentation in IEP on Accommodations Page:

Sample for Substitutions Only:

Due to Meredith's Autism Spectrum Disorder and needs in functional academics, social skills and motor, Meredith will be provided the following supports in all classes by the general education and special education teachers:

- Meredith is graduating based on an IEP goal driven graduation plan. Meredith's plan contains course substitutions. The courses agreed upon by the IEP team are outlined in the Courses of Study page of the IEP. Meredith is eligible for graduation when she makes adequate progress on her IEP goals and completes 22 credit course requirements or ages out of services.

Sample for Substitutions and Exemptions:

Due to Meredith's Autism Spectrum Disorder and needs in functional academics, social skills and motor, Meredith will be provided the following supports in all classes by the general education and special education teachers:

- Meredith is graduating based on an IEP goal driven graduation plan. Meredith's plan contains course substitutions and exemptions. The courses agreed upon by the IEP team are outlined in the Courses of Study page of the IEP. Meredith is eligible for graduation when she makes adequate progress on her IEP goals and completes 19 credit course requirements or ages out of services.



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Propose Initial Plan as Part of the IEP

The Graduation Plan is part of the student's IEP and must be described within the Prior Written Notice (PWN) that is given to the parent/guardian with the revised IEP.

- The first IEP that the team determines the student will be graduating based on a Credit-Driven Graduation Plan or IEP-Goal Driven Graduation Plan, the PWN must contain this proposal with the team's explanation of why it's being proposed.

Question 1: Action(s) Proposed or Refused

The district is proposing to provide direct instruction in (*list skills being proposed in new IEP*): to address CHLD's identified educational needs. CHLD will receive direct instruction in the (*special education and/or general education setting*), as well as accommodations and modifications as documented in the IEP.

- The district is further proposing an (*IEP Credit Driven Graduation Plan or IEP Goal Driven Graduation Plan*). CHLD's (*IEP Credit Driven Graduation Plan or IEP Goal Driven Graduation Plan*) will contain course substitutions (*and/or exemptions*) in lieu of CHLD completing all of the District required credit requirements for graduation.

Question 2: Explanation: Why each action is proposed or refused:

CHLD has been identified with a (*LIST PRIMARY DISABILITY*) and has educational needs requiring direct instruction in order to make sufficient progress (*in the general education curriculum, on IEP goals and objectives and to participate in appropriate activities (If the student does not have any gen ed courses, do not list gen ed here.)*)

- The team determined that an (*IEP Credit Driven Graduation Plan or IEP Goal Driven Graduation Plan*) with (*course accommodations, a modified or an alternate curriculum*) will best support CHLD in making progress toward graduation.
- At each annual IEP meeting, the team must review the graduation plan and if the plan changes, the PWN must clearly describe what graduation plan is being proposed and why.
- If the proposal does not change, the graduation plan does not need to be documented in the PWN although could be documented in the question # 4 (Other options considered and why those options were refused).

Step 4: Review Progress and Determine Graduation Eligibility

- **Monitor Requirements for Graduation: Credits**
 - Starting in 9th grade, the IEP team must continually monitor the student's progress toward meeting graduation requirements, regardless of the type of graduation plan the student has. The school counselor plays an important role in this step, reporting on the number of credits earned versus the number of credits expected as part of the IEP team at the annual IEP meeting. If the student is not progressing toward graduation as expected, then the IEP



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team, including the school counselor, should consider any necessary changes to the student's schedule as well as the services and supports in the student's IEP that may help the student in making progress.

- **Consider the Need for Ongoing Transition Programming at the Transition Education Center**
 - Transition programs should start to be considered within graduation planning during a student's junior or senior year of high school. The IEP team should review the student's graduation plan and post-secondary goals and consider including a transition program representative in the specific student discussion in the junior or senior year. If the team determines the student will likely need more instruction beyond the planned courses and services in high school to obtain their post-secondary goals, the transition program should be considered as an option.
 - The [Pathways to Graduation](#), is an internal form that may help the case manager determine if ongoing transition programming should be proposed.
 - If the student has a need for ongoing transition programming at the Transition Education Center, the IEP team must hold an IEP meeting to make that proposal.
 - [High School to Transition Plus: IEP Changes that Must be Considered](#)
 - [New TAPP Student Guidance](#)
 - If the student/or family rejects the proposal for Transition programming a PWN will need to be completed.
 - [Parent/Guardian Denies Ongoing Transition Services- PWN samples](#)
 - Once a student has taken their high school diploma, they are no longer eligible for continued special education services.
- **Monitor Requirements for Graduation: Required State & District Assessments**
 - When planning for graduation, it is important to consider required state and district assessments. In addition, students with disabilities should have access to other post-secondary related assessments that are completed by students without disabilities. Any accommodations that a student has for assessments must be documented in the IEP and aligned with those they receive in the classroom. Again, when making decisions about which assessments a student with a disability will complete, their measurable post-secondary goals must be taken into consideration (including long-term implications).
 - Civics test or alternative (Typically completed as part of Civics or Government course
 - In WBLAS the civics test is taken in American Government
 - The IEP must discuss this test and determine if a student with a disability is taking the test with the class, taking an alternative test (work with the Civics/Government teachers), or Exempt from the test.



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- IEP Documentation: If the student is taking an alternative or is exempt, this must be agreed upon by the IEP and documented in the IEP and PWN.

CIVICS REQUIREMENTS
The student will participate in:
<input type="checkbox"/> Civics requirements without accommodations
<input type="checkbox"/> Civics requirements with accommodations listed
<input type="checkbox"/> Civics requirements are not administered at the grade level covered by this IEP.
<input type="checkbox"/> The IEP team has determined the student is exempt from the Civics requirement.
<input type="checkbox"/> Parents have requested in writing that their child does not participate in Civics requirements for the current school year.
CIVICS <i>(Anytime after Grade 6)</i>
---Select Accommodations---
---Select Accommodations---
---Select Accommodations---

- Need to consider how students with disabilities will access this part of the curriculum and this assessment if they aren't participating in a Civics/Government course
- A student may not be denied a diploma for failing to correctly answer at least 30 of the 50 civics test questions.
- [Civics Test Q & A](#)
- Not Required for Graduation (but offered by many high schools), but should be offered if appropriate based on the student's measurable postsecondary goals.
 - College entrance and placement exams, such as ACT
 - ASVAB (for students planning to enter military service)
- **Problem-solve and Adjust as Needed**
 - While there is an abundance of guidance available for teams to aid in graduation planning for students, there are bound to be circumstances that arise that are unique and complex. In such cases, the IEP team should meet to determine how best to plan for the student and what changes to the IEP might be necessary. The team will continue to work with the student and their parent (if the parent/guardian maintains rights) until graduation requirements are met or the student ages out, whichever comes first.
 - If the student is 18 and their own guardian, it is best practice to get a Release of Information form signed by the student to be able to include the student's parent/guardian(s).
 - It is highly encouraged that internal district teams at the middle school, high school, and Transition Education Center work together to create cohesive transition programming.

Step 5: Post Graduation Activities

Once a student meets their graduation requirements, there are several post-graduation activities that must be completed. The time at which these activities are completed depend on the student's plans



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following 12th grade. The two potential scenarios are outlined below:

- **Scenario 1:** Student is graduating and pursuing college, competitive employment, military, or another post-secondary plan that **does not** involve ongoing special education transition services:
 - Complete Summary of Performance and send to parent/guardian(s) with a corresponding PWN proposing graduation
 - Support student in participating in graduation ceremony
 - Award the student their diploma, which will subsequently result in the student being dismissed from special education services and ineligible to have services reinstated.

- **Scenario 2:** Student is planning to continue with ongoing special education transition services at the Transition Education Center:
 - Support student in participating in graduation ceremony, if desired
 - The student's diploma is not printed or issued until one of the following conditions is met:
 - The student complete each of the components of their graduation plan
 - The student ages out of special education programming
 - The student or their Parent/Guardian(s) requests their diploma, depending on guardianship status
 - If the diploma is requested: work with special education administration. An IEP meeting will be called and the progress toward graduation will be reviewed (goals, transition activities, grades, attendance, etc) and a plan to complete graduation requirements will be discussed.
 - Note: once a student receives their diploma, they are no longer eligible for special education services, including ongoing transition services at the Transition Education Center.
 - Write the Summary of Performance at the time of graduation from the transition program. The team working with the student at the time they receive their diploma is the team responsible for completing the Summary of Performance and PWN with documentation of graduation and services ending.
 - [PWN Graduating or Aging Out Sample](#)



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Appendix A: Post-Secondary Planning Considerations

	Graduation Plan	Accommodations and Modifications	Assessment Considerations
College Bound	<p>Course selections should be based on how to meet the entrance requirements of the type of post-secondary institution they plan to attend.</p> <p>Students on a path to a 2 or 4 year post-secondary school should have no or minimal substitutions from core classes.</p> <p>While substitutions of courses may be made to meet the needs of students, the entrance requirements for postsecondary schools must be kept in mind when making substitutions.</p>	<p>Similar to those available in the college environment by the time a student is a senior.</p> <p>Modifications to content and expectations for quality of work are minimal or not available in post-secondary schools, so should be limited in IEPs for 11th and 12th grade students who plan to go to college.</p> <p>Paraprofessionals are not used to provide support in post-secondary schools, so students should be working toward being as independent as possible. Develop a plan for fading support starting as early as possible, no later than 10th grade.</p>	<p>Consider any assessments needed for attending the chosen postsecondary institution such as American College Test (ACT) or Accuplacer.</p>
Independent work in Competitive Employment or Military	<p>Course selections should be based on development of skills needed to prepare the student for employment in their area of employment interest or military service.</p> <p>Excusal from core classes should be very rare for these students.</p>	<p>Accommodations are not provided by the military, because the armed services have been exempted from the Americans with Disabilities Act (ADA).</p> <p>In the workplace, accommodations are provided by request under the guidelines of the</p>	<p>Students who plan to enter the military need to take the Armed Services Vocational Aptitude Battery (ASVAB). Each branch of the military has a different required</p>



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	<p>While substitutions of courses may be made to meet the needs of students, the entrance requirements for military entrance or workplace knowledge must be kept in mind when making substitutions.</p>	<p>ADA.</p> <p>Paraprofessionals are not used to provide support in the military or in the workplace, so students should be working toward being as independent as possible in school.</p> <p>Develop a plan for fading support for students planning to enter competitive employment/the military starting as early as possible, no later than 10th grade.</p>	<p>minimum score on the ASVAB, as well as differing minimum GPA requirements and other testing requirements.</p> <p>Students and families should contact a recruiter for their desired military branch to learn the specific requirements.</p>
Minimal to Moderate Support Needs for Competitive Employment	<p>Students have additional transition needs beyond the typical credit requirements in order to obtain competitive employment. These students are likely to attend ongoing transition programming to build additional work skills before they graduate.</p> <p>Competitive integrated employment is defined in the definitions section above.</p> <p>Course selection should be based on the individual's student's areas of interest and post-secondary goals.</p> <p>Substitutions for core classes are more common in language arts and mathematics.</p>	<p>Skills should be taught throughout high school to reduce accommodations and modifications to a level that match those available in the workplace of the student's choice whenever possible.</p> <p>Increasing independence and reducing the need for accommodations and modifications, including paraprofessional support, should be a primary discussion topic in graduation planning.</p> <p>Job coaching supports are used on a limited basis in the workplace, so students should be working toward being as independent as possible in school.</p>	<p>None</p>



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	Whenever possible, students should attend core classes with accommodations and modifications versus substitutions or excusals.		
Significant to Long-Term Support Needs for Employment	<p>Substitutions are common for many, if not most, core classes (i.e. English, math, science, social studies).</p> <p>Students should be integrated into general education classes, especially arts and electives, to get exposure to core content, gain experience with their peers and gain chances to practice self-help, self-advocacy and social skills in different settings.</p>	<p>For students with significant to long-term needs for employment, graduation planning should focus on increasing self-help and independence skills as much as possible.</p> <p>The team will need to discuss the accommodations and modifications the student will need.</p>	None



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Appendix B: Legal References

- Individuals with Disabilities Education Act (IDEA) ([34 CFR§300](#))
 - [IDEA 300.1\(a\)](#) - Purpose of Special Education
 - [IDEA Section 1414 \(c\) \(5\) \(B\) \(ii\)](#) - Summary of Performance
 - [IDEA 300.320](#) - Definition of IEP
 - [IDEA 300.43](#) - Transition Services
 - [IDEA 300.321\(b\)](#) - IEP Team Composition
 - [IDEA 300.520](#) - Transfer of Rights at the Age of Majority
 - [IDEA 300.704\(b\)\(4\)\(vi\)](#) - Transition Services Funding
- Minnesota Statutes
 - [Section 120B.125](#) - Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans
 - [Section 125A.03](#) - Special Instruction for Children with a Disability
 - [Section 120B.024](#) - Credits
- World's Best Workforce (WBWF) - [Minnesota Statute 120B.11](#)
- [Workforce Innovation and Opportunity Act](#) (WIOA)
- [Americans with Disabilities Act](#) (ADA)
- [Secondary Transition](#) (MDE)