

Transition in the IEP Process

Transition Services in the IEP Guidelines and Examples for Indicator 13

September 2012

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TRANSITION SERVICES IN THE IEP GUIDELINES AND EXAMPLES

This technical assistance document is intended to help Local Education Agencies (LEAs) meet the requirements for secondary transition services as set forth in the Individuals with Disabilities Education Improvement Act (IDEA 2004), Delaware State Regulations and State Performance Plan (SPP) priority monitoring Indicator #13, which deals with secondary transition services planning in the IEP process. This document is also a means for LEAs to work toward providing better transition services for youth with IEPs.

Definitions as they relate to Indicator 13:

IDEA 2004 defines transition services as:

“...a coordinated set of activities for a child with a disability that:

- **Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;**
- **Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and**
- **Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.”**

[34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]

IDEA states:

Secondary transition requirements in the IEP begin not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:

- **Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills;**
- **The transition services (including courses of study) needed to assist the child in reaching those goals; and**
- **Beginning not later than one year before the child reaches the age of majority under State law, a statement that the child has been informed of the child’s rights under Part B, if any, that will transfer to the child on reaching the age of majority under §300.520 [see 20 U.S.C. 1415(m)].**

[34 CFR 300.320(b) and (c)] [20 U.S.C. 1414 (d)(1)(A)(i)(VIII)]

IDEA 2004 added the requirement to invite the child to IEP Team meeting when purpose includes “consideration of postsecondary goals.”

Specific language states:

**The LEA must invite a child with a disability to attend the child’s IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under §300.320(b).
[34 CFR 300.321(b)] [20 U.S.C. 1414(d)(1)(B)]**

IDEA 2004 also added the requirement for consent prior to inviting a representative of any participating agency likely to be responsible for providing or paying for transition services to attend a child’s IEP Team meeting stating:

**To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of §300.321(b)(1), the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.
[34 CFR 300.321(b)(3)]**

20.2 Transition services: *Beginning with the earlier of the first IEP to be in effect when the child turns fourteen (14) or enters the eighth (8th) grade, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:*

20.2.1 Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

20.2.2 The transition services *and activities* (including courses of study) needed to assist the child in reaching those goals.

20.2.3 *The child's strengths, interests, and postsecondary preferences, and plans to make application to high school and career technical educational programs.*

A REMINDER ABOUT IEP TEAM MEMBERS/TRANSITION PARTICIPANTS

21.0 IEP Team

21.1.8 *Whenever the child is, or may be, participating in a career and technical education program, a career technical education teacher of the child, or career technical teacher coordinator.*

And

21.2 Transition services participants: In accordance with 21.1.7, the public agency shall, *in writing*, invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals.

21.2.1 If the child does not attend the IEP Team meeting, the public agency shall take other steps to ensure that the child's preferences and interests are considered.

21.2.2 To the extent appropriate, with the consent of the parents or a child who has reached the age of 18, in implementing the requirements of 21.2, the public agency shall invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

The federal government has defined SPP Indicator #13 as:

“Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.” (20 U.S.C. 1416(a)(3)(B))

In Delaware transition planning begins with the earlier of the first IEP to be in effect when the student enters the 8th grade or when the child turns 14 years of age, or younger if determined appropriate by the IEP team. Indicator 13 data will be collected for all students who have an IEP and are at/beyond the 8th grade or aged 14 and above.

For school districts, Indicator #13 is considered a 100% Compliance Indicator. Each IEP reviewed in monitoring must have a “yes” or “N/A” response to each question on the Indicator #13 checklist approved by the Office of Special Education Programs (OSEP) in order to be counted toward meeting this indicator.

The Indicator 13 checklist (see appendix A) has eight questions, including:

1. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
2. Is there a measurable post-secondary goal(s) that covers education or training, employment, and, as needed, independent living?
3. Is (are) the postsecondary goal(s) updated annually?
4. Is there evidence that the measurable post-secondary goals were based on age-appropriate transition assessment(s)?
5. Do the transition services include courses of study that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?
6. Are there transition services in the IEP that focus on improving the academic and functional achievement of the student to facilitate his/her movement from school to post-school?
7. For transition services likely to be provided or paid for by other agencies with parent (or child at age of majority) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?
8. Is/are there annual IEP goal(s) that will reasonably enable the student to meet his/her post-secondary goals?

Appendix A also includes guidance on how to use the Indicator 13 checklist.

This document will provide guidelines to follow and examples for meeting the requirements for secondary transition services as set forth in the Individuals with Disabilities Education Improvement Act (IDEA 2004), Delaware State Regulations and State Performance Plan (SPP) priority monitoring Indicator #13, which deals with secondary transition services planning in the IEP process. Please contact Dale Matusevich at the Delaware Dept of Education with any questions. You can email him at dmatusевич@doe.k12.de.us, or call 302-735-4210.

It is important to note that the Indicator #13 checklist does not include all the transition requirements that must be met in the IEP process.

ITEM 1: Invitation of Transition Service Agencies to IEP meetings and Parental Consent

Federal law states:

(1) In accordance with paragraph (a)(7) of this section, the public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under § 300.320(b).

(2) If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered.

(3) **To the extent appropriate, with the consent of the parents** or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, **the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.**

There are many agencies that may help the student and family in the transition to adult life. 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 student if he/she has reached the age of majority. **The parent consent, or consent of the student if he/she has reached the age of majority, should be signed before the invitation goes out to the agency.**

When should referrals to adult service agencies be made?

Division of Developmental Disabilities Services (DDDS)

For Delaware, we request students who have a mild, moderate, or severe intellectual disability; autism; traumatic brain injury; other health impairment/orthopedic impairment; or, are deaf/blind should be referred to DDDS for possible eligibility of services during the initial transition IEP if the student has not been previously referred.

DDDS should also be invited to the initial transition IEP meeting.

Division of Vocational Rehabilitation (DVR)

Every student with a disability should be referred to the Division of Vocational Rehabilitation (DVR) during the junior year (11th grade) IEP.

DVR should also be invited to the junior year (11th grade) and senior year (12th grade) IEP meetings.

IMPORTANT REMINDER!!!!!!

The parent consent, or consent of the student if he/she has reached the age of majority, should be signed before the invitation or any identifying information goes out to the agency.

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

Agency	Contact Person	Phone Number
<i>Division of Vocational Rehab</i>	<i>Joe to be Determined</i>	<i>302-333-3333</i>
<i>College Support Services</i>	<i>Colleges of Choice</i>	<i>302-333-3331</i>
<i>Division of Developmental Disabilities Services (DDDS)</i>	<i>Jane to be Determined</i>	<i>302-333-3332</i>

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)

ITEM 2: STUDENT INVITATION

Every student whose IEP will be in effect when the student enters 8th grade or when the child turns 14 years of age, or younger if determined appropriate by the IEP team, must be invited to their IEP meeting.

Federal law states:

- (1) In accordance with paragraph (a)(7) of this section, the public agency must invite a child with a disability to attend the child’s IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under § 300.320(b).

Delaware regulations state:

- (1) the public agency shall, *in writing*, invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals.

Evidence that the child has been invited to the IEP could include:

- Student signed as an IEP participant
- Review of IEP or file determines documentation of student invitation. The student invitation could be:
 - A separate student notice of meeting or
 - Parent Notice of Meeting – **If looking at the Parent Notice of Meeting the student’s name must be on the Parent Notice (e.g. “Dear Mr. & Mrs. Smith and Julie”).**
- Review of student records determine whether there is a record or copy of a student notice of meeting.

The student file must include clear documentation (evidence) that the student was invited to the meeting in writing.

ITEM 3: MEASURABLE POSTSECONDARY GOALS BASED ON AGE APPROPRIATE TRANSITION ASSESSMENT

Age-appropriate transition assessment(s) **must be conducted on an annual basis**. The assessment(s) **must** address all three post school outcome areas: employment, postsecondary education/training and independent living.

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.

Transition assessment is “an individualized, ongoing process that helps students and families define goals to be included in their IEPs as they prepare for adult roles” (*Assess for Success, CEC document*). The Division on Career Development and Transition (DCDT) defines transition assessment as “...**ongoing process of collecting data** on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP)”. This requires that we determine appropriate experiences, services and programs that will assist students in selecting and achieving goals. It forms the basis for planning decisions regarding adult roles.

“*Age appropriate*” means a student’s chronological, rather than developmental age (Wehmeyer, 2002).

****Note:** For Delaware, the Data Considerations Section of the IEP replaces the old Present Level of Performance (PLEP)

It is important to ask what the student’s current achievements are relative to what may be necessary and appropriate for successful transition into adult life? The IEP team is asked to develop the Data Considerations Section (PLEP) of the IEP on academic achievement and functional performance, both of which impact a student’s successful transition. The context for the Data Considerations (PLEP) discussion should be based upon the student’s postsecondary goals.

The Data Considerations Section becomes the basis for planning the transition supports, activities and services in the IEP. Information about the child's strengths, interests, how he or she learns best can be documented in this section. This can include both academic and functional living skills.

The Data Considerations (PLEP) should focus on strengths, as well as relevant deficits and weaknesses. It should lead toward the identification of supports, activities and services a student needs to achieve his or her desired postsecondary goals.

First Steps:

The process begins by asking the student to define his or her vision for the future. Once the vision is established, the student should assess his own skills and interests in relationship to the demands of the adult vision. This assessment should provide us with the present levels of functioning compared to what will be needed for the desired future.

ENSURE ALL THREE POST SCHOOL OUTCOME AREAS (EMPLOYMENT, POSTSECONDARY EDUCATION/TRAINING AND INDEPENDENT LIVING) ARE ADDRESSED!

Where to list the age-appropriate transition assessments:

All age-appropriate transition assessments are to be listed in Question 3 of the Data Considerations Section of the IEP. A reference to the assessments used and the results of the assessment should be embedded into Question 1 of the Data Consideration Section of the IEP.

Using the results of Transition Assessment:

The Data Considerations Section (PLEP) in the IEP includes academic achievement and functional performance information. Student strengths, interests and preferences, along with needs are documented in the Data Considerations Section (PLEP). The Data Considerations Section (PLEP) becomes the basis for planning the transition supports, activities and services in the IEP.

Where do I document results of the age-appropriate transition assessments:

At the very least the results of the age-appropriate transition assessments should be included within the student file. The results should also be documented (embedded) within Question 1 of the Data Considerations Section of the IEP. Embedding age-appropriate transition assessment results within Question 1 of the Data Consideration Section serves two purposes: 1— evidence is being provided the age-appropriate transition assessments were completed on an annual basis and 2 – evidence is being provided the measurable postsecondary goals were based on results of age-appropriate transition assessments.

Who can provide transition assessment information:

The most valuable sources for assessment information are the **student and family**. Other critical individuals include:

School Guidance personnel
School psychologist
Classroom teachers

Employers, adult agency personnel
Transition specialists

Types of Transition Assessments:

Self-determination skill development
Analysis of background information
Interviews, surveys
Work samples
Situational assessments

Curriculum-based assessments
Behavioral observation
Psychometric Tests
Transition Inventories
Learning Styles Assessments

Data Considerations

1. **What are the student’s strengths?**
DE Admin Code §925.24.1.1 and 925.24.1.1
Samuel is very good in using his accommodations in class to be successful. He works hard in his career pathway course and is doing well at his part-time job. He works well in groups and has a great sense of humor. He also has very good fine motor skills.

Employment Strengths:

Samuel has received positive feedback from his employer. He is consistently on time and present. His employer states that he is willing to assist other when help is needed. During a teacher/student interview (on September 10, 2007) Samuel stated that he liked working with his hands and on cars. Samuel’s completion of MatchMaker in the SSP also indicated that he has a strong interest in working on cars.

Post-Secondary Education/Training Strengths:

Samuel is currently utilizing his accommodations on a consistent basis and asks for assistance when it is needed. He works well with others and is willing to assist when it is needed. During the teacher/student interview Samuel stated that he would like to attend some type of training school to learn more about auto mechanics.

Independent Living Strengths:

Samuel is able to navigate public transportation to get to and from his job. His parents report that he assists them with various chores around the house (doing dishes, mowing, laundry, etc.). Samuel stated in an interview that he would like to get an apartment with a couple of friends upon graduation.

2. **What are the educational concerns of the parent (or student, if appropriate)?**

DE Admin Code §925.24.1.2

The Samples are concerned about his completing all graduation requirements and being able to be successful in a college program or employment. Samuel states that he is concerned about his organizational skills and completing assignments in classes that do not excite him.

3. **What data sources and age appropriate transition assessments (including district or statewide assessments) are being used to create this IEP?**

DE Admin Code §925.24.1.3 and 925.20.2.1

- Survey/Questionnaires *information (including the name of the assessment) about which surveys were completed can be included here* Student Interview and date administered 5/21/2012
- Profiles/Portfolios Transition Portfolio and date administered 4/3/2012
- Vocational Assessment: Job Ratings from Employer and date administered 1x per month
- Student Success Plan: *A summary of information can be included here about the Student Success Plan.* and date administered Samuel worked on the SSP at least 1x per month
- Other: DAR, teacher observations, current ESR, behavioral data and date administered gathered throughout the year included in student file.

EXAMPLES

Instruction:

- ▶ Knows/uses accommodations to succeed in classes
- ▶ Knows/takes classes needed to attain future goals
- ▶ Attends classes regularly
- ▶ Completes assignments on time
- ▶ Participates in IEP planning to determine courses of study
- ▶ Accesses school resources to meet educational requirements
- ▶ Uses technology available in the building
- ▶ Uses augmentative equipment if identified
- ▶ Manages time and assignments using daily planner
- ▶ Meets with guidance counselor or advisor quarterly
- ▶ Identifies ongoing educational opportunities through adult or community education programs

Employment/Training:

- ▶ Has obtained a state ID card or driver's license
- ▶ Has a social security card
- ▶ Has proof of citizenship
- ▶ Has participated in career exploration and assessment to determine interests, skills, and abilities as related to employment
- ▶ Has worked or volunteered in a community job of choice
- ▶ Has visited the local Job Service Center and knows how to use it for job assistance
- ▶ Can compile personal information to successfully complete a resume, job application, and interview for employment
- ▶ Has contacted Job Corps to identify potential training
- ▶ Has contacted guidance or the Department of Labor to apply for apprenticeships

Post-Secondary Education/Training:

- ▶ Passes courses needed for graduation and entry into college of choice
- ▶ Has identified a college for pursuing his nursing degree
- ▶ Is currently taking non-academic courses at Del Tech
- ▶ Met with DVR counselor to identify post-school business training options
- ▶ Has taken the PSAT/SAT/ACT
- ▶ Currently has a 3.0 average in college prep courses
- ▶ Is completing all career pathway electives leading to computer training program
- ▶ Participates in local adult and continuing education programs
- ▶ Is aware of support services available at the college of her choice
- ▶ Understands apprenticeship options through the Department of Labor
- ▶ Has discussed technical/trade training options with guidance counselor

Independent Living:

- ▶ Can demonstrate shopping skills
- ▶ Knows who to call/what to do in emergencies
- ▶ Can plan and prepare nutritious meals
- ▶ Can properly store food items
- ▶ Can perform self-care activities
- ▶ Can purchase and care for clothing
- ▶ Can identify community resources for help
- ▶ Can identify living options
- ▶ Has taken cooking classes and practices cooking skills
- ▶ Knows how to read bus schedule
- ▶ Uses telephone for communication
- ▶ Uses calendar for keeping track of schedule
- ▶ Can use banking services
- ▶ Can demonstrate principles of consumerism
- ▶ Can maintain a household
- ▶ Knows the services that will need to be continued (speech/physical therapy, mobility support, personal care assistance)
- ▶ Can identify services to locate a place to live
- ▶ Has participated in independent living training

ITEM 4: MEASURABLE POSTSECONDARY GOALS

MEASURABLE POSTSECONDARY GOALS:

A measurable postsecondary goal is a statement that articulates what the student would like to achieve after high school based on student's strengths, preferences and interests.

Appropriate measurable postsecondary goals are:

- Statements based upon age appropriate transition assessments
- Communicates what the student would like to achieve after high school
- Measurable

- Measurable means you can count it, observe it, and document it
- 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

To write measurable postsecondary goals:

- Use results-oriented terms such as “will be enrolled in”, “will work”, “will live independently”
- Use descriptors such as “full time” and “part-time”

Measurable postsecondary goals must be developed and documented for

Employment - paid (competitive, supported, sheltered), unpaid, etc.

Education and/or Training – 4 year college or university, technical college, 2 year college, military, etc., **or** specific vocational or career field, independent living skill training, vocational training program, apprenticeship, OJT, military, Job Corps, etc.

and

As needed:

Independent living skills – adult living, daily living, independent living, financial, transportation, etc. if needed.

- If the IEP team determines an independent living goal is not applicable (or the goal area is left blank), the N/A **MUST** be justified by the results of the age appropriate transition assessment(s).

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.

POST SCHOOL GOALS AND TRANSITION SERVICES

Student’s Post-High School Goals: [DE §925.20.2.1](#)

Post School Employment Goal	After graduating high school, I will work full-time at an auto body shop while taking courses to become a certified auto repair technician
Post Education/Training	After graduating high school, I will attend a post-school training or education program for becoming an auto repair technician
Independent Living (if needed)	After graduating high school, I will live with my parents until I am able to save enough money to rent my own apartment.

The student plans to exit school with:

Diploma

Certificate

EXAMPLES

Begin the goal by stating “After high school” or “After graduating high school”...

Employment:

- ▶ I will work as a carpenter constructing homes
- ▶ I will continue working in jobs that involve animals
- ▶ I will be an electrician
- ▶ I am going to work a part-time job at a supermarket while I train at Tech School to be computer technician
- ▶ Will volunteer in a hospital setting with the assistance of Bay Health volunteer coordinator
- ▶ Will work full time as a _____
- ▶ Undecided about future employment focus, but will work at a full-time job upon graduation.
- ▶ Will work at _____ under their supported employment program
- ▶ Will participate in technologically supported self-employment or volunteer work and receive job development services from vocational rehabilitation

Post-Secondary Education and/or Training:

- ▶ Steve will attend Delaware State University to obtain a degree in biology
- ▶ Juan will attend Delaware Technical and Community College to take art classes
- ▶ Jerome will enroll in gardening classes at a local nursery
- ▶ I will take a computer course at a Training Institute
- ▶ I will participate in on-the-job training while working at Sears
- ▶ Will get on the job training to become a _____
- ▶ Judith will enroll in culinary arts program with DVR supports
- ▶ Will attend ABC Center and receive training on work behaviors and skills
- ▶ Will attend _____ and receive vocational skills training
- ▶ Will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports
- ▶ Will participate in on the job training using microswitches

Independent Living:

- ▶ I will access community services using Paratransit
- ▶ Denise will obtain a driver's license
- ▶ I will shop independently
- ▶ Will use various transportation options within the community (e.g., Taxi, DART, DAST, carpool, bus)
- ▶ I will join the YMCA to access recreational services
- ▶ Will remain at home with family
- ▶ Will live with a roommate in an apartment
- ▶ Will live with my parents and continue to take part in community activities like bowling, going to church, and visiting family and friends
- ▶ Will live with my brother and take part in community social and recreational activities
- ▶ Will live in a group home in the community with support from DDS in 2 years

- ▶ Will live at home and participate in his daily routines (e.g. feeding, dressing, bathing, choice making, etc.) and environment through the use of technology
- ▶ Will participate in community-integrated recreational/leisure activities at the YMCA, going to the movies, going to church.
- ▶ Will effectively utilize an augmentative communication device at home and in the community that allows individuals to communicate with him regarding needs, wants, and desires.

Item 5: POSTSECONDARY GOALS UPDATED ANNUALLY

Every student whose IEP will be in effect when the student enters the 8th grade or when the child turns 14 years of age, or younger if determined appropriate by the IEP team, must include secondary transition requirements and be updated annually. IDEA 2004 states the IEP must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills.

Evidence that the postsecondary goals were updated annually can be determined by asking the question, was (were) the postsecondary goal(s) addressed/updated in conjunction with the development of the current IEP.

- Determine the postsecondary goals
- Find the results of the most current age-appropriate transition assessments
 - REMINDER – Age-Appropriate transition assessments need to be completed annually and address the three postsecondary outcome areas (employment, education/training, and independent living)
- Do the postsecondary goals match the results of the most current age-appropriate transition assessments

ITEM 6: TRANSITION SERVICES: COURSES OF STUDY

Courses of study should be a **SPECIFIC** listing of classes the student has taken and/or will be taking during their secondary education career. **If the student is on a course to receive a diploma ensure the courses of study match the 505 High School Graduation Requirements (see Appendix C).**

Do the transition services include courses of study that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?

The IEP team must determine what instruction and educational experiences will assist the student to prepare for the transition from secondary education to post-secondary life.

LONG-RANGE EDUCATIONAL PLAN: What knowledge, skills and behaviors will the student need to help him/her complete school and reach his/her desired post-school goals? The IEP team must provide an educational plan or courses of study for the student to ensure movement toward post-secondary goals. The courses of study may include required, elective, advanced placement, modified or specially designed courses, as well as other educational experiences in the school or community. The courses of study are determined in the context of the student's desired post-school goals, strengths, functioning levels and need for accommodations and modifications. Once the IEP team determines the student's desired post-school goals and how the student currently performs, it can design an educational program or course of study to help the student achieve his or her desired post-school goals. **The course of study must be**

reviewed and revised annually. The National Secondary Transition Technical Assistance Center (NSTTAC) defines courses of study as, *“a multi-year description of coursework from the student’s current to anticipated exit year needed to achieve the student’s desired post-school goals.”*

Courses of study should focus on:

- All courses and educational experiences
- How the educational program can be planned and relate directly to the student’s goals beyond secondary education
- Show how those courses are linked to those goals

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.

Courses of Study:

Grade	Courses of Study (from student’s current year to year of graduation)
9th	English 9, Civics, Algebra 1, Physical Science, Health/PE, Reading, Communication Technology
10th	English 10, World History, Geometry, Biology, PE/DE, Spanish 1, Auto Mechanics
11th	English 11, US History, Algebra II, Environmental Science, Strength Conditioning, Auto Mech. II
12th	English 12, Statistics, Sports Medicine, Exercise, Auto Mech III, Co-op

ITEM 7: Transition Services and Activities

COORDINATED SET OF ACTIVITIES/SERVICES: What activities and strategies can be identified in the IEP to help the student move toward the realization of post-secondary outcomes? What services, supports or programs will this student 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 student 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 the student’s goals are met. These activities and services are a long-range plan for adult life. Not all of the activities need to be completed in the life of the current IEP. The activities should reflect all of the things that need to be done over several years to help the student prepare for the transition to the adult world. The IEP teams can identify the dates or school year in which each activity will be addressed and can then prioritize those activities to be addressed for the coming year. 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 discussion, planning and decision-making should result in activities and strategies in the “Activities and Services” that:

- Reflect and lead toward achieving the student’s desired post-school goals.

- Are based on the student's strengths, interests and preferences.
- Identify in broad terms those long-range activities in each of the transition planning areas that will be necessary to help the student achieve his or her post-school goals.
- Identify who will provide, be responsible for and pay for each activity.
- Identify the dates or school year in which each activity will be addressed and prioritize those activities to be addressed for the coming year.
- Demonstrate how, when all of the activities are combined, there is coordination among all responsible parties (school, family, student and/or outside agency(ies)).
- Ensure that students and parents are aware of, and linked to, needed post-school services, programs and supports before the student exits the school system.

The following list of activities is intended to be a **partial** list of the many activities that an IEP team could recommend for a student. In developing the activities in the statement of needed transition services, it should be kept in mind that many of the activities/strategies could be justified under one or more of the categories. The category in which the activity/strategy is listed is not important. What is important is making sure that all of the critical activities/strategies are identified and listed somewhere in the plan.

Employment and Post-Secondary Education Training Activities: What activities and strategies will the student need to help him/her acquire a desired job or career? Activities/strategies in this area can focus on the development of work-related behaviors, the seeking of employment, career exploration, skill training, apprenticeship training and actual employment. Some students may need to focus on basic employee behaviors to succeed in the workplace such as staying on task, responding appropriately to instructions and working under pressure. Workplace readiness skills may be gained through part-time (supported or non-supported) employment, apprenticeship programs, or involvement in the local School-to-Work program. Students may also want to pursue postsecondary education programs at 2 or 4-year colleges, which require a focus on preparation for those environments.

Transition Activities and Services

Activities and Services to reach goal:

Employment Goal: After graduating high school, I will work full-time at an auto body shop while taking courses to become a certified auto repair technician				
Activities/Services needed to reach goal	Responsible Party		Start Date	Completion Date
Referral to DVR	School		4/1/08	6/1/08
Obtain part-time summer employment in the automotive field	School, Samuel and Family		3/1/08	6/1/08
Interview 3 auto mechanics	Samuel, family, and School		9/1/07	6/1/08
Visit 3 garages within the community	Samuel, family and School		9/1/07	6/1/08

Post-Secondary Education/Training Goal: After graduating high school, I will attend a post-school training or education program for becoming an auto repair technician				
Activities/Services needed to reach goal	Responsible Party		Start Date	Completion Date
Research community college and other training programs through Career Cruising/SSP	School, Samuel		9/1/07	3/1/08
Make site visits to at least 3 programs	Samuel and Family		9/1/07	6/1/08
Make application to program of choice	Samuel, School and Family		11/08	2/09

Independent Living Goal (if needed): After graduating high school, I will live with my parents until I am able to save enough money to rent my own apartment.				
Activities/Services needed to reach goal	Responsible Party		Start Date	Completion Date
Research costs of maintaining an apartment	Samuel, school and family		9/1/07	6/1/08
Open a savings account	Samuel and Family		9/1/07	6/1/08
Investigate what is required to open and maintain a checking account	Samuel, family, school		9/1/07	6/1/08

EXAMPLES

- ▶ Participate in job shadowing opportunities
- ▶ Visit Job Service
- ▶ Meet with high school guidance counselors about career preparation programs and cooperative vocational education experiences
- ▶ Access the Department of Labor's Job Bank on the computer and complete the interest inventory
- ▶ Create a portfolio using information from Vocational Profile
- ▶ Explore possible summer employment
- ▶ Participate in career exploration program in 10th grade
- ▶ Participate in community-based work experiences
- ▶ Participate in career day at school
- ▶ Attend community transition fair
- ▶ Obtain a copy of "Delaware Career Compass" from the high school guidance office to explore possible career occupations
- ▶ Complete an aptitude or interest survey
- ▶ Memorize social security number
- ▶ Practice completing job applications and interview skills
- ▶ Obtain a part-time paid job in an area of interest
- ▶ Meet with an armed forces recruiter
- ▶ Take the ASVAB
- ▶ Schedule visit with Vocational Rehabilitation counselor to determine eligibility for services
- ▶ Meet with Job Corps counselor
- ▶ Meet with counselor to explore scholarship options
- ▶ Visit college campuses of interest
- ▶ Meet with the disabilities coordinator at the college/university of choice
- ▶ Obtain, complete and submit applications for colleges of choice
- ▶ Take the ACT, SAT Test

- ▶ Complete a college search in the career center
- ▶ Enroll in a community education course
- ▶ Participate in chores at home

Functional Vocational Assessment: Does the IEP team need information about student aptitudes, interests and skills in relation to employment? A functional vocational assessment is information gathered through situational assessments, preferably in the setting where the job is performed. It can include observations, surveys, interviews, and formal or informal measures. It focuses on practical skills related to job/career aptitudes and skills. The information that is collected can be used to refine the transition activities in the IEP.

EXAMPLES

- ▶ Participate in a job site evaluation conducted by job coach, school personnel or employer
- ▶ Develop a vocational profile based on information gained from employment, home and school opportunities
- ▶ Identify agencies that provide functional vocational evaluations for an assessment
- ▶ Collect functional information regarding the student's vocational interests and abilities
- ▶ Contact the Delaware Division of Vocational Rehabilitation to determine eligibility for a functional vocational assessment
- ▶ Gather information from a designated situational vocational assessment site in the community
- ▶ Complete an aptitude or interest survey
- ▶ Complete a learning styles test to identify preferences and strength modes

Independent Living Activities:

Community Experiences:

What experiences and activities outside the school building will prepare the student for participation in community life? These activities can include government, social activities, recreation and leisure, routine appointments, shopping, banking and transportation.

EXAMPLES

- ▶ Secure a driver's license
- ▶ Apply for a state identification card
- ▶ Visit or join a community recreation center or YMCA
- ▶ Investigate opportunities for socialization (e.g., bowling, ice skating)
- ▶ Join a community sports team (e.g., bowling league, baseball team, little league)
- ▶ Investigate participation in local church youth group
- ▶ Participate in community and civic organizations (e.g., Kiwanis, Elks, Lions, Rotary, Jaycees)
- ▶ Register to vote and learn about the election process
- ▶ Investigate convenient and affordable places to shop for food, clothes, etc.
- ▶ Investigate youth volunteer programs at the hospital, library, etc.
- ▶ Participate in age-appropriate social activities (e.g., dances, skating, concerts, sporting events)
- ▶ Participate in Special Olympics
- ▶ Identify and visit community medical and health services
- ▶ Identify different living/housing options
- ▶ Obtain and file for insurance
- ▶ Accessing adult services such as Social Security

Daily Living:

Daily living skills are those activities that adults do everyday. These activities can include personal care, preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, self-help, relationships, and consumerism.

EXAMPLES

- ▶ Identify network of potential supports (e.g., friends, neighbors, family members, co-workers)
- ▶ Take cooking classes and practice cooking skills
- ▶ Purchase clothing and learn how to clean and iron clothes
- ▶ Learn how to operate household appliances (e.g., stove, microwave, washer, dryer, dishwasher)
- ▶ Learn to manage daily time schedule
- ▶ Learn how to read bus schedule
- ▶ Select a physician and dentist
- ▶ Learn how to schedule and keep medical appointments
- ▶ Learn how to set a budget
- ▶ Open checking and savings accounts
- ▶ Learn how to pay bills
- ▶ Develop a personal fitness routine
- ▶ Understand directions for taking medications
- ▶ Learn personal information (e.g., phone number, social security number, address, etc.)
- ▶ Identify/use money, time, calendar

Item 8: Is/Are there annual IEP goal(s) that will reasonably enable the student to meet his/her postsecondary goals?

When the present levels of performance in academic achievement and functional performance, along with the areas of concern have been identified, IDEA requires that special education services be provided. Only those activities that are the direct responsibility of special education require annual goals and short-term objectives. When developing annual goals, make sure that any areas of concern, not only of academics, but transition strategies/activities, are addressed.

Goals related to employment, education/training might include:

- John will develop a realistic career plan.
- Maria will demonstrate the specific skills needed for the position at Sears she wants to apply for upon graduation.
- Lashon will meet the requirements for a satisfactory evaluation in his co-op experience in job skills such as attendance, work rate, and work quality.
- I will identify at least 5 college programs that offer culinary arts degrees.
- I will name accommodations that will help me to succeed in my high school courses and provide that information to all my teachers this year.
- Annette will demonstrate competence in interviewing by participating in a mock interview and completing all the steps on the interview rating form.
- Robert will conduct 3 job shadows in areas of interest and identify his preferences related to employment through completing the English class journal entry.

Appendix A

Date: _____ District and School: _____

Student Initials: _____ Age at IEP: _____ Grade Level: _____

Delaware Indicator #13 Checklist

<p>1. For transition services likely to be provided or paid for by other agencies with parent (or child at age of majority) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting? <i>For the current year, is there evidence that any outside agencies were invited to the IEP meeting?</i> <i>Was consent obtained from the parent (or child at the age of majority)?</i></p> <ul style="list-style-type: none"> • If yes to both, circle Y • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for services, circle NA • If the parent or individual student consent was not provided, circle NA • <p>If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services, and there was consent to invite them to the IEP meeting, then circle N</p>	<p>Y N NA</p>
<p>2. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? <i>For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to participate in the IEP Team meeting?</i></p> <ul style="list-style-type: none"> • If yes, then circle Y • If no, then circle N 	<p>Y N</p>
<p>3. Is there evidence that the measurable post-secondary goals were based on age-appropriate transition assessment(s)? <i>Is use of transition assessment(s) for the post-secondary goal(s) mentioned in the IEP or evident in the student's files?</i></p> <ul style="list-style-type: none"> • If yes, then circle "Yes". 	<p>Y N</p>
<p>4. Is there a measurable post-secondary goal(s) that covers education or training, employment, and, as needed, independent living? <i>Can the goal(s) be counted?</i> <i>Will the goal(s) occur after the student graduates from school?</i></p> <ul style="list-style-type: none"> • <i>If yes to both, then circle "yes"</i> • <i>If a post-secondary goal(s) is not stated, circle "no".</i> • <i>If the post-secondary goal(s) is/are not measurable, circle "no".</i> 	<p>Y N</p>
<p>5. Is (are) the postsecondary goal(s) updated annually? <i>Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP?</i></p> <ul style="list-style-type: none"> • If yes, then circle Y OR If the postsecondary goal(s) was (were) <i>not</i> updated with the current IEP, circle N 	<p>Y N</p>
<p>6. Do the transition services include courses of study that focus on improving the academic and functional achievement to the student to facilitate their movement from school to post-school? <i>Do the transition services include courses of study that align with the student's post-secondary goal(s)?</i></p> <ul style="list-style-type: none"> • If yes, then circle "yes". 	<p>Y N</p>
<p>7. Are there transition services in the IEP that focus on improving the academic and functional achievement of the student to facilitate his/her movement from school to post-school? <i>Is a type of instruction, related service, community experience, development of employment and other post-school living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)?</i></p> <ul style="list-style-type: none"> • If yes, then circle "Y". 	<p>Y N</p>

<p>8. Is/are there annual IEP goal(s) that will reasonably enable the student to meet his/her post-secondary goals? Is/are annual goal(s) included in the IEP that will help the student make progress toward the stated post-secondary goal(s)?</p> <ul style="list-style-type: none"> • If <i>yes</i>, then circle Y • If <i>no</i>, then circle N 	Y N
Does the IEP meet the requirements of Indicator 13? Circle One	
All Ys or NAs are circled.	Yes
One or more N's are circled.	No

NOTE: *In Delaware transition planning begins by the middle of the 8th grade or when the child turns 14 years of age, or younger if determined appropriate by the IEP team. Indicator 13 data will be collected for all students who have an IEP and are at/beyond the middle of the 8th grade or aged 14 and above.*

For school districts and charters, Indicator #13 is considered a 100% Compliance Indicator. Each IEP reviewed in monitoring must have a “yes” or “N/A” response to each question on the Indicator #13 checklist approved by the Office of Special Education Programs (OSEP) in order to be counted toward meeting this indicator.

Appendix B – Resources

National Secondary Transition Technical Assistance Center – www.nsttac.org

Self-Determination Assessments

- ◆ American Institute for Research Self –Determination Assessment
- ◆ ARC Self-Determination Scale
- ◆ ChoiceMaker Self-Determination Assessment
- ◆ Field and Hoffman Self-Determination Assessment Battery
<http://education.ou.edu/zarrow>

Adaptive Behavior and Transition Assessments

- Transition Planning Inventory (TPI)
ProEd, Austin TX www.proedinc.com
- Scales of Independent Behavior
Riverside Publishing www.riverpub.com
- Informal Assessments for Transition Planning
ProEd, Austin TX www.proedinc.com
- Enderle-Severson Transition Rating Scale
www.estr.net
- Casey Life Skills
www.caseylifefskills.org

On-Line Individual Interest Inventories

- My Future
www.myfuture.com/toolbox/workinterest.html
- I Oscar (Occupation and Skill Computer-Assisted Researcher)
www.ioscar.org
- Career Voyages
<http://www.careervoyages.gov/>
- Career Clusters
www.careerclusters.org

Occupational Outlook Handbook

www.bls.gov/oco/home.htm

www.bls.gov/k12/index.htm (Exploring Careers)

Job Videos

<http://www.acinet.org/acinet/videos.asp?id=27,&nodeid=27>

Students with Moderate to Severe Disabilities

Choose and Take Action – www.sopriswest.com

Set of instructional activities designed to teach students with moderate to severe cognitive disabilities self-determination skills to introduce students to a variety of jobs and career possibilities and help them to identify what is most important to them about a job.

505 High School Graduation Requirements and Diplomas

1.0 Definitions:

"Career Pathway" means the three (3) credits of pre planned and sequential courses required for graduation designed to develop knowledge and skills in a particular career or academic area. The Career Pathway shall be included in the Student Success Plan.

"Core Course Credit" means a credit in an English Language Arts, Mathematics, Science or Social Studies course.

"Credit" means the acquisition of skills and knowledge at a satisfactory level as determined by the district and charter school boards through 135 hours (a Carnegie Unit) of actual classroom instruction or through locally approved options contained in Section 8.0.

"Credit for Computer Literacy" means credit granted toward graduation at any point when the student can demonstrate competency in the required skill areas either through an integrated approach, a specific course, or a demonstration of accumulated knowledge over the student's educational career.

"Department" means the Delaware Department of Education.

"English Language Arts" means those components of reading, writing and oral communication that are included in the State Content Standards for high school English Language Arts as required in 14 **DE Admin. Code** 501.

"Health Education" means those components that are included in the State Content Standards for high school health education as required in 14 **DE Admin. Code** 501.

"High School" means grades 9 through 12.

"Mathematics" means those components of number sense, algebra, geometry, statistics and probability combined with problem solving, reasoning, communicating, and making connections that are included in the State Content Standards for high school mathematics as required in 14 **DE Admin. Code** 501 either through integrated courses or in courses titles such as Algebra I, Algebra II, Geometry, Trigonometry, Pre-Calculus, Calculus, Discrete Mathematics, Statistics, and Probability.

"Novice-high proficiency level" means the novice-high level of proficiency of certain skills and knowledge as defined by the American Council for the Teaching of Foreign Languages (ACTFL).

"Physical Education" means those components that are included in the State Content Standards for high school physical education as required in 14 **DE Admin. Code** 501.

"Science" means those components of the nature of science which include inquiry, materials and their properties, energy and its effects, Earth in space, Earth's dynamic systems, life processes, diversity and continuity of living things, and ecology that are included in the State Content Standards for high school science as required in 14 **DE Admin. Code** 501 either through integrated courses or in course titles such as Earth Science, Biology, Chemistry and Physics.

"Social Studies" means those components of civics, economics, geography, and history that are included the State Content Standards for high school social studies as required in 14 **DE**

Admin. Code 501 either through integrated courses or in course titles such as United States History, World History, Geography, Economics, and Civics.

“Student Success Plan (SSP)” means a plan encompassing a minimum of five years including one year beyond high school developed and updated at least annually by the student, the student’s advisor, at least one other staff member and the student’s parent(s) guardian(s) or relative caregiver. The student’s plan includes courses needed in preparation for immediate entry into the work force or opportunities in post secondary education. The plan also includes the support services necessary for the student to graduate from high school. An additional year of high school may be an option for inclusion in the Student Success Plan.

“Support Services” means those educational interventions such as tutoring; extra time before school, in school, or after school; summer school, an extra year(s) of high school or any other strategy to provide student educational assistance.

“World Languages” means any language other than English that is used by peoples around the world for communicating information and ideas and transmitting its culture(s), including American Sign Language (ASL), Latin and Ancient Greek.

10 DE Reg. 1802 (06/01/07)

12 DE Reg. 934 (01/01/09)

14 DE Reg. 555 (12/01/10)

2.0 Credit Requirements for the Graduation Class of 2011 (Freshman Class of 2007-2008) through the Graduation Class of 2014 (Freshman Class of 2010-2011)

2.1 For the graduating class of 2011, a public school student shall be granted a State of Delaware Diploma when such student has successfully completed a minimum of twenty two (22) credits in order to graduate including: four (4) credits in English Language Arts, four (4) credits in Mathematics; three (3) credits in Science, three (3) credits in Social Studies, one (1) credit in physical education, one half (1/2) credit in health education, three (3) credits in a Career Pathway, and three and one half (3 ½) credits in elective courses.

2.1.1 Students shall complete mathematics course work that includes no less than the equivalent of the traditional requirements of Geometry, Algebra I and Algebra II courses.

2.1.2 Scientific investigations related to the State Science Standards shall be included in all three science course requirements.

2.1.3 During the senior year students shall maintain a credit load each semester that earns them at least a majority of credits that could be taken that semester. A credit in Mathematics shall be earned during the senior year.

2.1.3.1 Senior year credits shall include regular high school course offerings, the options available in 8.0, or a combination of both.

10 DE Reg. 1802 (06/01/07)

15 DE Reg. 62 (07/01/11)

3.0 Credit Requirements Beginning with the Graduation Class of 2015 (Freshman Class of 2011-2012)

3.1 For the graduating class of 2015, a public school student shall be granted a State of Delaware Diploma when such student has successfully completed a minimum of twenty four (24) credits in order to graduate including: four (4) credits in English Language Arts, four (4) credits in Mathematics, three (3) credits in Science, three (3) credits in Social Studies, two (2) credits in a World Language, one (1) credit in physical education, one half (1/2) credit in health education, three (3) credits in a Career Pathway, and three and one half (3 ½) credits in elective courses.

3.1.1 The student shall complete mathematics course work that includes no less than the equivalent of the traditional requirements of Geometry, Algebra I and Algebra II courses.

3.1.2 Scientific investigations related to the State Science Standards shall be included in all three science course requirements.

3.1.3 During the senior year the student shall maintain a credit load each semester that earns the student at least a majority of credits that could be taken that semester. A credit in Mathematics shall be earned during the senior year.

3.1.3.1 Senior year credits shall include regular high school course offerings, the options available in 8.0, or a combination of both.

3.2 World Language: Students may fulfill the two (2) credit World language requirement by either:

3.2.1 Earning a minimum of two (2) World Language credits in the same language or,

3.2.2 Demonstrating Novice-high or higher proficiency level on a nationally recognized assessment of language proficiency, except English, in the skill areas of oral or signed expressive and receptive communication, reading and writing, that uses the levels of proficiency as identified by the American Council for the Teaching of Foreign Language, or as approved for use by the Delaware Department of Education.

10 DE Reg. 1802 (06/01/07)

12 DE Reg. 934 (01/01/09)

15 DE Reg. 62 (07/01/11)

4.0 Credit Requirements Beginning with the Graduation Class of 2016 (Freshman Class of 2012-2013)

4.1 Beginning with the graduating class of 2016, a public school student shall be granted a State of Delaware Diploma when such student has successfully completed a minimum of twenty four (24) credits in order to graduate including: four (4) credits in English Language Arts, four (4) credits in Mathematics, three (3) credits in Science, three (3) credits in Social Studies, two (2) credits in a World Language, one (1) credit in physical education, one half (1/2) credit in health education, three (3) credits in a Career Pathway, and three and one half (3 ½) credits in elective courses.

4.1.1 The student shall complete mathematics course work that includes no less than the equivalent of the traditional requirements of Geometry, Algebra I and Algebra II courses. The student shall complete an Algebra II or Integrated Mathematics III course as one of the Mathematics credits.

4.1.2 Scientific investigations related to the State Science Standards shall be included in

all three science course requirements. The student shall complete a Biology course as one of the Science credits.

4.1.3 The student shall complete an English II course as one of the English Language Arts credits.

4.1.4 The student shall complete a U. S. History course as one of the Social Studies credits.

4.1.5 During the senior year the student shall maintain a credit load each semester that earns the student at least a majority of credits that could be taken that semester. A credit in Mathematics shall be earned during the senior year.

4.1.5.1 Senior year credits shall include regular high school course offerings, the options available in 8.0, or a combination of both.

4.2 World Language: Students may fulfill the two (2) credit World language requirement by either:

4.2.1 Earning a minimum of two (2) World Language credits in the same language or,

4.2.2 Demonstrating Novice-high or higher proficiency level on a nationally recognized assessment of language proficiency, except English, in the skill areas of oral or signed expressive and receptive communication, reading and writing, that uses the levels of proficiency as identified by the American Council for the Teaching of Foreign Language, or as approved for use by the Delaware Department of Education.

15 DE Reg. 62 (07/01/11)

5.0 Monitoring Student Progress (Personalizing the High School Experience)

5.1 Beginning with the 2007-2008 school year, every eighth and ninth grade student shall have a Student Success Plan (SSP) developed by the student, the student's advisor, at least one other school staff member and the student's parent(s), guardian(s) or relative caregiver. Each school year thereafter a grade shall be added so that by the 2011-2012 school year, every student in grades 8 through 12 shall have a Student Success Plan. [For a student with an Individualized Education Program (IEP) the Student Success Plan (SSP) shall also incorporate the other aspects of the transition plan required by 14 **DE Admin. Code** 925.

5.2 Each local school district and charter school shall establish a process for developing Student Success Plans that includes:

5.2.1 Actively monitoring student progress, on an ongoing basis and, at a minimum, by the end of each marking period in those courses required for graduation,

5.2.2 Providing support services if a student is failing or in danger of failing courses required for graduation, and

5.2.3 Annual updating of the Student Success Plan by the student, the student's advisor, at least one other staff member and the student's parent(s) guardian(s) or relative caregiver] and others as appropriate.

5.2.4 Following the guidelines for Career and Technical Education (CTE) programs of study outlined in the CTE State Plan.

5.2.5 Reviewing each student's transcript at the end of the first and second year of high school to determine if the student is on track to graduate based on the following criteria:

5.2.5.1 At the end of the first year of high school the student has earned at least three (3) core course credits and two (2) other course credits for a total of five (5) course credits; and

5.2.5.2 At the end of the second year of high school the student has earned at least six (6) core course credits and four (4) other course credits for a total of ten (10) course credits.

5.2.5.3 For a student with an Individualized Education Program (IEP), on track to graduate shall be consistent with 5.2.5.1 and 5.2.5.2 unless otherwise determined by the student's IEP Team.

10 DE Reg. 1802 (06/01/07)

12 DE Reg. 934 (01/01/09)

15 DE Reg. 62 (07/01/11)

6.0 Career Pathway

6.1 Local school districts and charter school boards shall establish policies concerning the purpose, content, development, and approval of Career Pathways.

10 DE Reg. 1802 (06/01/07)

7.0 Additional Credit Requirements

7.1 District and charter school boards may establish additional credit requirements for graduation above the minimum number of credits required by the Department.

10 DE Reg. 1802 (06/01/07)

8.0 Options for Awarding Credit Toward High School Graduation

8.1 District and charter school boards are authorized to award credit toward high school graduation for the following activities, on the condition that the activities incorporate any applicable state content standards. Before awarding credit for any of the following activities, the districts and charter school boards shall have adopted a policy approving the activity for credit and establishing any specific conditions for the award of credit for the activity. Such policy shall be applicable to each school within the district or each charter high school.

8.1.1 Courses taken at or through an accredited community college, two or four year college.

8.1.2 Voluntary community service as defined in 14 **Del.C.** §§8901A and 8902A.

8.1.3 Supervised work experience in the school and the community which meets the educational objectives or special career interest of the individual student.

8.1.4 Independent study.

8.1.5 Correspondence Courses.

8.1.6 Distance learning courses. These courses may be delivered by the teacher to the learner in real time, online or by video.

8.1.7 High school courses taken while in the middle school in conjunction with an articulated agreement between the district middle school and the district high school(s). Such credit shall also transfer to a high school in another district or to a charter school.

8.1.8 Course credit transferred from another high school.

8.1.9 Course credit earned through summer or evening school classes, as a member of the military service or as part of the James H. Groves Adult High School.

8.1.10 Tutoring programs taught by a teacher certified in the subject being taught.

8.1.11 Course credit awarded by agencies or instrumentalities of the state other than public schools which provide educational services to students. A description of the program provided to the student, grades given, and the number of clock hours of instruction or a demonstration of competency must be provided to the school district or charter school prior to receipt of credit.

9.0 High School Diplomas and the Certificate of Performance

9.1 A State sanctioned diploma shall be granted to students who meet the state and local district or charter school requirements for graduation pursuant to 14 **Del.C.** §152.

9.2 A State sanctioned Certificate of Performance shall be granted to students who meet the requirements of 14 **Del.C.** §152.

9.3 Diplomas from one school year shall not be issued after December 31 of the next school year.

9.4 Duplicate diplomas or certificates of performance will not be issued, but legitimate requests for validation of the diploma or the certificate of performance will be satisfied through a letter of certification. Requests for diploma information from graduates of Delaware high schools should be directed to the high school the student was attending at the time of graduation. If the school does not have the records then the student should contact the Department in Dover for a notarized letter of certification that contains the name of the applicant, the name of the school, the date of graduation, and the diploma registry number (if available).

9.5 State High School Diploma for World War II Veterans Pursuant to 14 **Del.C.** §159

9.5.1 "World War II Veteran" means any veteran who performed wartime service between December 7, 1941 and December 31, 1946. If the veteran was in the service on December 31, 1946, continuous service before July 16, 1947 is considered World War II.

9.5.2 The Department shall provide a high school diploma to any World War II veteran who:

9.5.2.1 Left a Delaware high school prior to graduation in order to serve in the armed forces of the United States.

9.5.2.2 Did not receive a high school diploma, or received a G.E.D., as a consequence of such service and,

9.5.2.3 Was discharged from the armed forces under honorable circumstances.

9.5.3 The diploma may also be awarded posthumously if the deceased veteran meets the qualifications in 9.5.2.1 through 9.5.2.3.

9.5.4 Applications for this high school diploma shall be made on forms designated by the Department and the Delaware Commission of Veterans Affairs and shall have a copy of the candidate's honorable discharge papers attached to the application.

4 DE Reg. 995 (12/01/00)

5 DE Reg. 625 (09/01/01)

7 DE Reg. 1344 (04/01/04)

10 DE Reg. 547 (09/01/06)

12 DE Reg. 934 (01/01/09)

15 DE Reg. 62 (07/01/11)

Last Updated: July 05 2011 15:02:28.

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