**WHAT’S NEW for TEACHERS AND CASE MANAGERS?**

**New organization of the Transition Booklet:**  The 2013 Transition Resource Booklet presents materials aimed at different audiences. Materials for Teachers and Case Managers include case studies which follow a set of students through the transition process. Examples are provided, along with sections for working with other agencies, and information to share with students and families.

On April 16, 2013, **Executive Order 13-04** was issued by Governor John Kitzhaber. What does this mean to Oregon Department of Education? ODE will commit to partnerships with Oregon Council on Developmental Disabilities, Office of Vocational Rehabilitation Services and Office of Developmental Disability Services. These agencies will work collaboratively with stakeholders to understand and appreciate each other’s transition process, work together while the student is in school to blend resources and support so that the student transition process is seamless and their post-secondary goals are achieved. <http://www.oregon.gov/gov/docs/executive_orders/eo_13-04.pdf>.

On May 16, 2013 a **Memorandum of Understanding** (MOU) was signed by the Oregon Department of Education, Oregon Council on Developmental Disabilities, Office of Vocational Rehabilitation Services and Office of Developmental Disability Services. The MOU will focus on helping youth with intellectual and other developmental disabilities (I/DD) leave school with integrated, community employment or a post-secondary education plan.

<http://www.dhs.state.or.us/dd/supp_emp/initiative.html>

**Legislative Update**: The 2013 Legislature revised the OAR’s for two issues, and passed two new bills relating to special education services for transition students. The primary change for districts concerns the Extended

Diploma. The requirement to take Alternative Assessments has been removed for the Extended Diploma.

The **Post School Outcome** data collection informs the districts of their success in preparing students for life after school. A description of the collection has been included, along with a worksheet to explore some of the factors that might affect your district’s performance.

**Common Core Standards** During the upcoming year the Department will work with stakeholder groups to develop guidance for educators on including the common core language in IEP’s for the 18-21 population. Some districts are currently developing materials that ODE will consider during the research process of CCSS. Additional Department of Education work will include revisiting alignment of the transition related components on the IEP.

The **Transition Community Network** (TCN) website is undergoing a facelift and will soon have a new look and feel. Links have been updated and the user sections are designed to match the sections of this Booklet. Each section contains a description of the type of resources that will be available for administrators, teachers and case managers, relevant to other agency partnerships, and secondary transition resources for students and families. <http://www.tcntransition.org/>

Teachers may find the new flowchart: **Creating Quality IEPs for Transition Planning** a useful tool for the IEP team. It walks the team through the most important components of a transition plan, and highlights the 8 standards required under Indicator 13. Along with this, teachers will find a document highlighting tips for writing the Present Levels of Academic Achievement and Functional Performance (PLAAFP) in a way that supports the creation of a quality Summary of Performance (SOP). A PLAAFP which focuses on the functional performance of a student allows for the smoother creation of a SOP, a tool critical in the transition to adult services.