

# Alternate Diploma Collaborative

April 14, 2023



**OKLAHOMA**  
Education



# Alternate Diploma Collaborative Topics

- April 14 - IDEA Paperwork and EDPlan
- April 21 - Oklahoma's Got Talent-Central Tech & Kellyville, Lone Grove
- April 28 - Oklahoma's Got Talent-Sand Springs, Edmond
- May 1 – [Stacey Dutton with DRS: Career Fairs and Transition in Rural Areas](#)
- May 5 – Oklahoma's Got Talent-Mustang
- May 12 – Oklahoma's Got Talent-Stillwater
- May 18 [DRS/DDS](#)

# Summer Collaboratives

- June and July
- [Thursdays at 1:00](#)
- Updates
- Follow Ups
- Tips for Building Your Transition Programs
- Additional Resources

# March 10, 2023 Recap

- A regular diploma is fully aligned to the Oklahoma Academic Standards.
- Students taught to alternate standards and assessed under OAAP shall not earn a regular diploma
- A state-defined Alternate Diploma is issued at upon meeting the graduation requirements for an Alternate Diploma (typically at the end of 12<sup>th</sup> grade)

# March 10, 2023 Recap - 2

- A state-defined Alternate Diploma does not end the LEA obligation to provide a FAPE as a regular diploma does.
- LEAs must offer students who earn an Alternate Diploma a FAPE through the end of the school year in which they turn 22.
- IEP teams make the decision when the student will no longer return for a FAPE.

# March 24, 2023 Recap

- Students given a regular diploma for school year 22-23 will be considered "not graduated" for accountability purposes, unless they reenroll for a FAPE in subsequent years and earn an alternate diploma.
- Students who complete their graduation credits for the alternate diploma in 23-24 will be conferred an Alternate Diploma.
- LEAs must offer a FAPE after graduating with a regular diploma or with an Alternate Diploma through the school year in which they turn 22.

# March 31, 2023 Recap

- Standards for Alternate Diploma required courses need to be developed
- Competencies for 18-21 program need to be developed
- Course Titles and Codes need to be developed
- Funding available through Project 618
- Training available
- Collaboration a crucial component in developing the programs

# April 7, 2023 Recap

- Districts need to begin making plans to build or renew their 18-21 year old transition programs with specific planning around:
  - Students
  - Staffing
  - Curriculum
  - Collaboration
  - Staff Training
- Districts can request technical assistance from [claudia.beckner@sde.ok.gov](mailto:claudia.beckner@sde.ok.gov)




# EDPlan Changes

# IEP Changes In The Secondary Transition Section Of The IEP.

- Curriculum Participation
  - Add a third option/box with Alternate Standards/Essential Elements.

▼ Curriculum Participation

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 Students entering the 9th grade are automatically enrolled in the College Preparatory/Work Ready Curriculum. To participate in the Core Curriculum the parent or legal guardian must complete an opt-out form provided by the school. The curriculum option marked below must match the student's educational records in their cumulative folder.

Select Curriculum:

College Preparatory/Work Ready  
(Required)

Core Curriculum

Alternate Standards/Essential Elements

# IEP Changes In The Secondary Transition Section Of The IEP.

- Projected Date of Graduation/Program Completion
  - Strike General Education Development (GED), Replace with Alternate Diploma.
  - Strike "Program completion and"

✓ Projected Date of Graduation/Program Completion and Type

Date  
05/24/2024 

Type

Standard Diploma  
(Required)

Alternate Diploma

SAVE

# IEP Changes In The Secondary Transition Section Of The IEP.

- Course of Study
  - Include a new panel for "Transition Course of Study".
  - Located below Course of Study.
  - Panel will only open for students on OAAP and in 12th grade.
  - Panel will have Year 1, 2, 3, and 4 of the Transition Program.
  - Panel will have 6 lines for courses to be entered.

# IEP Changes In The Secondary Transition Section Of The IEP.

47 Transition Course of Study (if appropriate) 48

**i** List the specific transition courses that the student will take, whether special education or general education, that directly support progress toward postsecondary and annual goals. 49

**Year One** 50

Course	Course	Course
<input type="text"/>	<input type="text"/>	<input type="text"/>
Course	Course	Course
<input type="text"/>	<input type="text"/>	<input type="text"/>

**Year Two** 51

Course	Course	Course
<input type="text"/>	<input type="text"/>	<input type="text"/>
Course	Course	Course
<input type="text"/>	<input type="text"/>	<input type="text"/>

**Year Three** 52

Course	Course	Course
<input type="text"/>	<input type="text"/>	<input type="text"/>
Course	Course	Course
<input type="text"/>	<input type="text"/>	<input type="text"/>

**Year Four** 53

Course	Course	Course
<input type="text"/>	<input type="text"/>	<input type="text"/>
Course	Course	Course
<input type="text"/>	<input type="text"/>	<input type="text"/>

54 SAVE

# Course of Study

- Use new alternate course titles
- Can continue to substitute general education courses as appropriate

# IDEA Documents

# 2022-2023 School Year Student Reaching Maximum Age

- IEP
  - None
- Written Notice
  - Document student has reached maximum age
- Summary of Performance
  - Complete SOP for 2022-2023 School Year



# 2022-2023 School Year Student Graduating with a Regular Diploma, Not Returning for a FAPE

- IEP
  - None
- Written Notice
  - Document the district's offer of
    - Continued enrollment and FAPE through the year in which the student turns 22.
  - Document the team's decision regarding
    - Continued enrollment
- Summary of Performance
  - Complete SOP for 2022-2023 School Year

# 2022-2023 School Year Student Graduating with a Regular Diploma, Returning for Alternate Diploma and/or a FAPE

- IEP
  - Amendment or Subsequent Needed for fall of 2023
  - Add new Transition Sections
  - Can be completed in fall of 2023 after EdPlan updates are available
- Written Notice
  - Document the district's offer of
    - Continued enrollment and FAPE through the year in which the student turns 22.
  - Document the team's decision regarding
    - Continued Enrollment
    - Continued Services
- Summary of Performance
  - Complete SOP for 2022-2023 School Year

# 2022-2023 School Year Student Not Graduating with a Regular Diploma, Returning for Alternate Diploma and/or a FAPE

- IEP
  - Amendment or Subsequent Needed for fall of 2023
  - Add new Transition Sections
  - Can be completed in fall of 2023 after EdPlan updates are available
- Written Notice
  - Document the district's offer of
    - Continued enrollment and FAPE through the year in which the student turns 22.
  - Document the team's decision regarding
    - Continued Enrollment
    - Continued Services
- Summary of Performance
  - None

# 2022-2023 School Year Student Not Graduating with a Regular Diploma, Not Returning for Alternate Diploma and/or a FAPE

- IEP
  - None
- Written Notice
  - Document the district's offer of
    - Continued enrollment for completion of an alternate diploma
    - FAPE through the year in which the student turns 22.
  - Document the team's decision regarding
    - Continued Enrollment
    - Continued Services
- Summary of Performance
  - Complete the SOP for 2022-2023 School Year

# Graduating or Aging Out (P&P page 177)

- When a student **exits** from special education as a result of earning a **standard diploma** or **aging out**, the LEA must provide the parent and/or adult student:
  - Summary of Performance of their academic achievement and functional performance along with recommendations concerning how to assist the student in meeting postsecondary goals.

# 2023-2024 School Year and Beyond Student Reaching Maximum Age

- IEP
  - None
- Written Notice
  - Document student has reached maximum age
- Summary of Performance
  - Complete SOP Prior to the student exiting

# 2023-2024 School Year and Beyond Student Returning for Alternate Diploma and/or a FAPE

- IEP
  - Amendment or Subsequent Needed as needed

**Written Notice** (at the time of annual IEP and when decision for continued enrollment is made)

- Document the district's offer of
  - Continued enrollment and FAPE through the year in which the student turns 22.
- Document the team's decision regarding
  - Continued Enrollment
  - Continued Services
- Summary of Performance
  - None

# 2023-2024 School Year and Beyond Student Graduating with Alternate Diploma, Returning for a FAPE

- IEP
  - Amendment or Subsequent as needed
- Written Notice
  - Document the district's offer of
    - Continued enrollment and FAPE through the year in which the student turns 22.
  - Document the team's decision regarding
    - Continued Enrollment
    - Continued Services
- Summary of Performance
  - None



# 2023-2024 School Year and Beyond Student Not Yet Graduating With Alternate Diploma, Returning for a FAPE

- IEP
  - Amendment or Subsequent As Needed
- Written Notice
  - Document the district's offer of
    - Continued enrollment and FAPE through the year in which the student turns 22.
  - Document the team's decision regarding
    - Continued Enrollment
    - Continued Services
- Summary of Performance
  - None

# FAPE After An Alternate Diploma

- The FAPE obligation is still in place for students who graduate in 4 years with their Alternate Diploma and come back to stay through the school year in which they turn 22.
- In order for a student to receive FAPE, the student is allowed to attend the same length of day and week as students without a disability. (Don't make blanket decisions.)
- However, as with any student with a disability, the IEP team may determine a shortened day/week is appropriate.

# Shortened Day

- If the shortened day is NOT due to behavior, there is **not** a requirement for an FBA.
- When a student is on a shortened day,
  - The reason for the shortened day must be documented on the IEP (e.g. other)
  - The student's shortened day/week must be documented and described in detail on the IEP

# Sample Documentation

## Instructional Time

Is this student's instructional week the same length as nondisabled peers?

Yes  No

If no, what is the total length of the student's instructional week

HR MIN  
2 30

If no, describe below the reason(s) for a shortened school week  
Transition Program

The concern described is due to

Health/Medical  Behavioral  Other

Please describe the reintegration plan to increase the student's instructional week to the same length as nondisabled peers.

Student is involved in a shortened week and shortened day due to parent's decision to involve the student with DRS in a part-time job with support employment on Tuesday and Thursday. Student will come to school Monday, Wednesday and Friday half-days while student attends a Vo-Tech Program in the afternoon.

Date of the next team meeting to review progress towards plan

03/29/2024



Is this placement in the school where the student would normally attend if nondisabled?

Yes  No

# Documentation Change

- October Updates
- Secondary Transition Program will be added to the current three options
- Box describing the reason for shortened day will ask "If participating in a secondary transition program, describe."

# Attendance

- If the student attends the days/hours per week prescribed in the IEP, the student is counted present for the entire school day, since that is the student's school day
- Use the rule of "present until absent and absent until present" in reporting absences