COMMUNITY OF PRACTICE 9:00-9:30
- Campus Update
- Designation Application
- Products Page
- Campus Agenda Item of Choice

BENCHMARK 1: TARGET POPULATION 9:30-9:40
- Recruitment Plan

BENCHMARK 2: PARTNERSHIP AGREEMENT 9:40-9:55
- Progress on MOU Development
- IHE Relationships/Agreements

BENCHMARK 3: P16 LEADERSHIP INITIATIVES 9:55-10:15
- Leadership Meeting Updates
- New Administration Goals/Vision

BENCHMARK 4: CURRICULUM AND SUPPORT 10:15-10:30
- Fall Dual Credit Update
- Program Structures: Academic Supports, Proctoring, Etc.

BENCHMARK 5: ACADEMIC RIGOR AND READINESS 10:30-10:40
- TSI Plan of Action
- Bridge Planning

BENCHMARK 6: SCHOOL DESIGN 10:40-10:50
- Professional Development
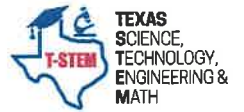- Teacher Support Services

GOALS 10:50-11:00
- Identify Successes and Needs
- Create 30 Day Goal

Next Steps	Provided Resources
• Submit a question or share a practice on Mobilize • Set next Coach meeting date	• ECHS Blueprint

Name	Title	Roles	Signature
Kelly Springfield	CCRSM Coach		via Zoom
		District Leadership (Supt, Asst. Supt)	
Roxana Espino		~~Principal~~ ECHS Coordinator	
Roxane Greer	Executive Dir.	Director	
		IHE Liaison	
		Counselor	
		Industry partner	
		IHE Leader	

FAQ's

CCMR Indicator: Graduate, Completed IEP & Workforce Readiness

50 codes

1. **What if there was a clerical error in assigning the proper graduation code of 54 or 55 in an IEP?**
   Begin with confirming that the student does qualify for the proper code by reviewing modified curriculum, reviewing that the IEP indicates employment or demonstration of specific employability skills and self-help skills. If it was determined that there was a clerical error in assigning the proper graduation code, then follow procedures for an IEP amendment 34 CRF 300.324
   http://framework.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=132

2. **Are 50 codes used only self-contained students?**
   50 codes are used for students who have a modified IEP. Those students can be mainstreamed or in a self-contained classroom.

3. **If the school district provided information to access to services and the department does not follow through, can the code still be 56?**
   Yes. As long as access to services was given and documented the code can still be a 56.

4. **Does code 54 and 55 require only 4 school years?**
   No codes 54, 55 and 56 can also be used with continuer students.

5. **If a student receiving special education services ages out and ages out and participated in the districts job training program (employability & self-help skills) which code would be given 57 or 55? What if they have full time employment?**
   It would be an ARD committee decision. Best practice would be to acknowledge their accomplishment, which would be mastery of employability and self-help skills (55) Or full- time employment (54)

6. **What effect does coding have on a districts accountability?**
   Coding of 54 or 55 counts toward the CCMR (College, Career, Military & Readiness) indicator. In order to count towards this indicator, students IEP must indicate full time employment or demonstration of mastery of specific employability skills and self-help skills.

7. **What is meant by Access to Services?**
   Code 56-Access to Services. Referring a student to agencies. You can reference the Texas Transition and Employment Guide. Refer to your school districts special education site to access the Texas Employment Guide site.

8. **Can a student receiving special education services graduating under Access to Services-code 56, be Distinguished Level of Achievement (DLA)?**
   Yes. In order to receive Distinguished Level of Achievement (DLA) the student must earn 26 credits including Algebra II and has passed all state assessments.

Employment

1. **What constitutes as full-time employment under code 54?**
Full-time employment is an ARD committee decision based on the student's abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain employment.

2. **What would we code a student who has an IEP with accommodations and works half a day?**
   If the student has an IEP for employability skills and self-help skills they would be coded a 55. If the student does not have an IEP for employability skills and self-help skills then they could be coded a 34 or 35.

3. **If a student is in a resource classroom and participated in EOC and did not participate in school work based program and has 26 state credits, what code would they fall under?**
   A student receiving special education services in resource classes and has an IEP indicating specific employability and self-help skills (does not have to be in work-based program, as long as they have an IEP that indicates employability skills AND self-help skills) can be coded as a 55.
   A student receiving special education services does not have an IEP indicating specific employability and self-help skills and is in a resource classroom can be coded as a 56-Access to services.

4. **If a student is currently receiving vocational training from Texas Workforce would they fall under 55?**
   A student receiving vocational training from Texas Workforce should have an IEP in conjunction with TWC Individual plan of employment. The situation of the student, whether they are employed (54) or receiving training (55) depends on the IEP and accomplishment.

5. **What is considered self-help skills in relation to graduation code 55?**
   Those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.

6. **Can a student receiving special education services be employed part-time and be coded a 56?**
   If the student has an IEP for employability skills and self-help skills and is working part-time they can be coded a 55 possible a 54 if the ARD committee determined working part-time is within the student's ability.

7. **Can a student receive credit through employment?**
   A student will receive local credit through employment.

Accommodations Vs. Modifications:

<u>Accommodations</u> a student must demonstrate the same level of content mastery as other nondisabled peers, but do so in a way that takes the disability into consideration. It does not alter the performance standards for the general education course.

<u>Modifications</u> alters the content and performance standards that the student is expected to attain. A reduction of the amount or complexity of the required knowledge and skills. Lowering the performance standards of the class to give the student access to content that has been simplified.

General Code Checklist

Code 34

- Non-Modified Curriculum Requirements
- With/Without Accommodations
- Meet assessment graduation requirements

Code 35

- Non-Modified Curriculum Requirements,
- With/Without Accommodations
- Minimum of 22 credits
- Participated in state assessments

Code 54

- Modified/Alternate Curriculum Requirements
- Completion of IEP
- Full time employment

Code 55

- Modified/Alternate Curriculum Requirements
- Completion of IEP
- Demonstrated Mastery of Specific of Employability and Self-Help Skills as per IEP

Code 56

- Modified/Alternate Curriculum Requirements
- Completion of IEP
- Access to services

Code 57

- Modified/Alternate Curriculum Requirements
- Reached age 22/Aged out

Region One
EDUCATION SERVICE CENTER