



# PORTLAND PUBLIC SCHOOLS

Special Education

Community Transition Program

Corinne Thomas-Kersting, Program Administrator

6801 SE 60th, Portland, Oregon 97206

Telephone: (503) 916-5817 Fax: (503) 916-2346



September 4, 2012

Dear Parents and Students:

For new students, welcome to the Community Transition Program! For returning students, welcome back! CTP's purpose is to support students with IEPs who graduate with alternate diplomas in their transition to productive adult life. Our key focus is to help young adults build independence and quality of life with an emphasis on preparing students for work, further education, or appropriate community and adult services.

CTP is working on a program redesign in light of HB 2283, passed by the 2011 Oregon Legislature and now part of Oregon law. This law is intended to ensure all post-high school transition students have access to instructional hours required for high school students.

Based on 27.5 hour school week and the provision of 36 weeks of instruction and transition services, CTP will provide access to 990 hours of instruction and transition services that meet the unique needs of each student per year to all students. The 990 hours may include part-time work or other classes or activities in the community that are part of the student's transition plan and are monitored and overseen by PPS. A student's IEP team may decide that a student cannot access 990 hours of instruction and transition services per year if, for example, the student does not have the stamina to attend full time due to health issues.

The general right to access a full time program at CTP continues until students age out of the program at the end of the school year when they reach age 21. However, it is expected that some CTP students will participate in fewer hours over time with increased independence and participation in paid or volunteer work, alternatives to employment, or other adult activities. Others may begin CTP at a more independent level and combine CTP with work or other education from the beginning.

During the 2012-13 school year and before the second quarter, CTP will send students and parents proposed new class schedules with increased instruction and transition services hours for students who do not currently attend full-time. These schedules will begin on Monday, November 26, 2012. School staff will hold IEP meetings before November 15 for students who, based on their unique needs, would 1.) likely desire fewer instructional hours or be unable to attend 27.5 hours per week; or 2.) need IEP revisions. Please be aware that there may be some adjustments in student's class assignments in order to accommodate all our students' needs and the changes in schedules. We will work hard to make these transitions as smooth as possible.

Students, parents or guardians may request an IEP meeting at any time to consider a student's needs, services and instructional time.

Please see the attached Q & A for more information. Please do not hesitate to contact your transition teacher or the CTP office (503-916-5817) if you have any additional questions or would like more information.

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CTP Program Administrator

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**Portland Public Schools**  
**Changes to Community Transition Program for 2012-2013 School Year – Q & A**

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**Q: How will the amount of instructional hours for a CTP student be determined?**

A: The IEP team will begin with the assumption that most CTP students will receive a full 990 hours of instruction and transition services hours per school year. The team may determine that fewer hours are needed if, for example, a student does not have the stamina for that much instructional time or if a student is unavailable for that much instructional time due to existing commitments that are consistent with a student's transition-related needs. The IEP team must also consider a student's ability to participate, , preferences and interests in deciding whether to reduce a student's instructional hours. IEP teams may also consider whether a CTP student is interested or willing to continue in a full time program in determining a student's instructional hours.

**Q: Are "instructional hours" the same thing as special education or related services "service time"?**

A: No. The Service Summary page on the IEP lists the specific amount of time for each area of special education or related services. For *special education services*, the IEP team decides the amount of *specially-designed instruction* the student needs to make progress toward the IEP goal or goals in that area. Specially designed instruction does not necessarily include practice, generalization or application of the skill across settings. *Instructional time* is a broader category that includes all education-related activities that affect students directly.

**Q: What is the difference between transition services provided by a school district and services provided by a Brokerage?**

A: School services are driven by the student's IEP. Brokerage services address goals which are identified on an individual's Individual Support Plan (ISP). IEPs are educational in nature and address instruction and learning new skills; ISPs are whole life plans and identify the supports for disability-related needs and community inclusion. The school district must invite a student's community agent to an IEP meeting, with the student's permission. The greatest outcomes result from the school and agencies working collaboratively in the best interest of the student.

**Q: In PPS, do services provided by other agencies, like Brokerage services, count toward instructional hours for a student?**

A: No. HB 2283 allows school districts the option of entering into an agreement with other agencies, like Brokerages, so that services provided by those agencies may count toward instructional hours for a student. Under such agreements, the school district keeps responsibility for the services so that if the agency discontinues the service, the district must provide those service hours. While PPS works collaboratively with its community partners to support successful high school transition for students, PPS has made the decision to retain responsibility for the educational aspects of students' transition needs through the IEP and has not entered into interagency agreements for this purpose.

For more information about PPS's collaboration with other agencies, see *A Collaborative Approach to Adult Transition*" (2010), posted at [www.pps.k12.or.us/files/special-education/A Collaborative Approach to Adult Transition.pdf](http://www.pps.k12.or.us/files/special-education/A%20Collaborative%20Approach%20to%20Adult%20Transition.pdf) .

**Q: What may students or parents do if they disagree with the amount of instructional time for a student at CTP?**

Parents and students may request an IEP review at any time. The IEP team may consider the student's instructional time, service time, goals, services and program. If parents would like support during this process, they may contact the PPS Parent Liaison at 503-916-3723 for assistance in finding a Transition IEP Partner.

Parents and students who have concerns about the special education services provided during the 2011-2012 school year may raise those concerns with the CTP program administrator or PPS parent liaison. Parents who are unable to resolve their concerns may contact Disability Rights Oregon, Youth Rights and Justice, or any of the other outside resources listed in the Procedural Safeguards Notice for legal advice or advocacy.

For more information about dispute resolution options, please see the ***Notice of Procedural Safeguards***, which is available from the student's IEP case manager and posted at: [www.ode.state.or.us/search/results/?id+261](http://www.ode.state.or.us/search/results/?id+261) . Somali version is available at: [www.pps.k12.or.us/files/special-education/Somali Special Education 18-21 Procedural Safeguard 10-11\(EM\).doc](http://www.pps.k12.or.us/files/special-education/Somali%20Special%20Education%2018-21%20Procedural%20Safeguard%2010-11(EM).doc) .