

Think Outside the Box: Student Centered Educational and Employment Options

Workshop # 4 in the Research to Practice Series:
*Foundations in Transition: Person-Centered Strategies for Students with
Disabilities Making the Transition to Adult Life*

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- Participant Goal Setting: Why are you here?
- Multiple Contexts for Learning and Competency-based Learning
- Community of Practice and Next Steps NH
- Relevant Rules

Relevant Rules

- NH Department of Labor
 - Work-Based Learning
- NH Department of Education
 - Extended Learning Opportunities
- US IDEA 2004
 - Age appropriate transition assessment, course of study, transition services
- Your local school board policies related to ELOs
- Your district's insurance coverage for activities outside the school building
- Your building level policies and practices related to community-based activities

NH Department of Labor

- RSA 279:22-aa **High School and Post Secondary Students; Workers with Disabilities**
- www.labor.state.nh.us/school_to_work.asp

NH Department of Education

- Ed 306.04 (a)(13) NEW eff. Dec. 2011
- Ed 306.27(b)(4)
- Local school board is required to adopt and implement written policies and procedures relative to extended learning if the district plans to offer extended learning opportunities, as. The design of these rules gives School Boards and Districts permission to be flexible and creative in the way schools award credits to students for learning in a variety of settings.
- Technical Advisory #12 gives further guidance on Extended Learning Opportunities.

Individuals with Disabilities Education Act 2004

§300.43 Transition services: a coordinated set of activities that:

- is focused on improving the academic and **functional** achievement...to facilitate 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, when appropriate, acquisition of daily living skills and functional vocational evaluation.
