

Technical Assistance Guide For Transition in the IEP

Developed by



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Step-by-Step Overview of the Transition Process

STEPS IN THE PROCESS PRIOR TO THE IEP

STEP I.

WHAT: The first step in the transition process is assessment. IDEA 2004 requires that a student's goals be based on ***age-appropriate transition assessments related to:***

- Training
- Education
- Employment, and, where appropriate,
- Independent living skills

WHY: Transition assessments should address the key areas in a student's individual planning, such as "Who am I? What do I want in life, now and in the future? Where do I want to live and work? What are my strengths and needs? What is my current functioning level? What are the main barriers to reaching my goals?"

WHEN: Transition assessment should be completed *prior to* the first IEP to be in effect when the student is 16, and at re-evaluation times thereafter. Parental consent must be obtained to conduct this evaluation. Re-evaluation should occur not more frequently than once a year (unless the parent and school agree otherwise); and at least once every 3 years, unless the parent and school agree that a re-evaluation is unnecessary. Some evaluation components may be brought forward, but new achievement or functional assessment will still be required.

HOW: Students moving from middle school to high school who need re-evaluations should receive assessments that relate or help identify their preferences and interests for the near future AND for long-range goals. Students at risk of dropping out of school at age 16 should be identified early enough so the re-evaluation is relevant and useful for agencies most likely to need data for eligibility determination. Students planning to attend some type of post-secondary education or training need official and current disability documentation to receive disability services at that level.

Examples of assessments specifically designed for transition planning include:

- Enderle-Severson Transition Rating Scale (ESTR)
- BRIGANCE Life Skills and/or Employability Skills Inventory
- Transition Planning Inventory
- Life Centered Career Education (LCCE) Competency Assessment Knowledge Batteries
- McGill Action Planning System (MAPS)

WHO: Someone in the school needs to take primary responsibility for arranging and conducting the transition assessment(s). This does NOT mean that this same person has to do the actual assessing; depending on the size of the school, it may be the responsibility of one or more people.

STEP II.

WHAT: Summarize assessment data in an evaluation report and input summary information on the Present Levels of Academic Achievement and Functional Performance (PLAAFP).

WHY: Evaluation information needs to be summarized in the school's evaluation report. Transition strengths and needs must be addressed on the PLAAFP page of the IEP. The information needed to list these strengths and needs comes from the transition assessment that was completed.

WHEN: The evaluation report is completed after the assessment has been conducted, prior to the IEP so the results can be shared and discussed with the IEP team.

HOW: Information obtained from assessments must be summarized as strengths and needs on the PLAAFP. Listing the strengths and the needs in transition areas can be summarized in different formats, including but not limited to:

- the areas tested from the assessment used may be listed as headings;
- the four areas with the measurable post-secondary goals may be used; or
- a school district may decide not to list any transition headings.

WHO: The school should designate who will conduct the assessments, write the reports, and summarize the information in the PLAAFP.

STEP III.

WHAT: Inform/prepare the student for their IEP meeting. Invite them to the meeting. Encourage and facilitate a student's active participation in the meeting. Provide written notice of the meeting to parents and outside agencies that may provide or pay for transition services.

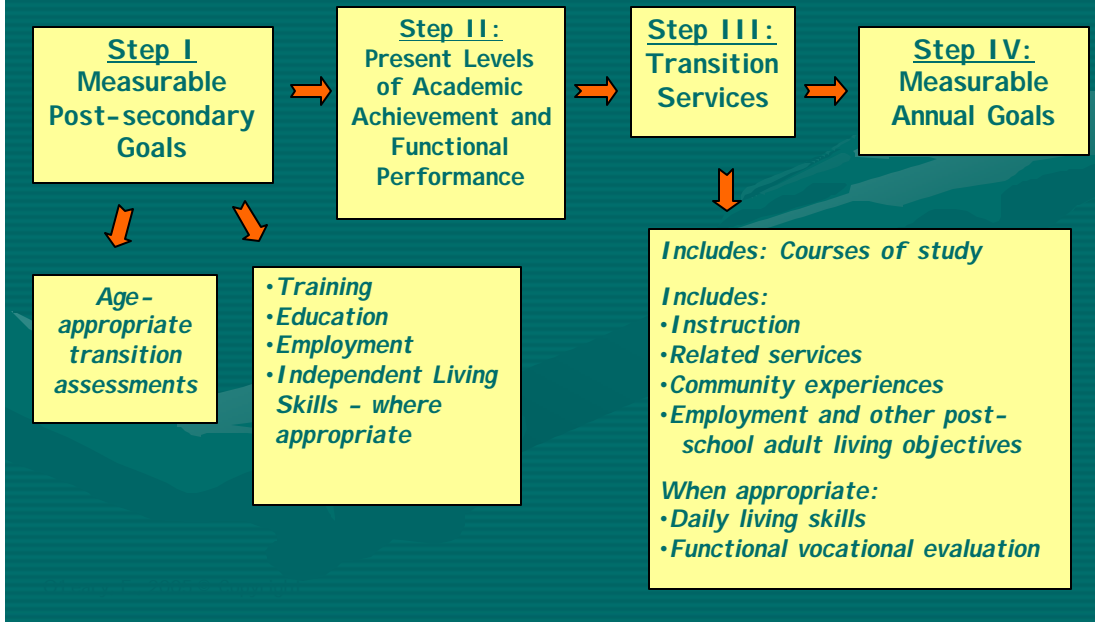
WHY: IDEA 2004 requires the team to address the need for transition services, that the services are designed to be within a results-oriented process, and based on the student's needs, taking into account *strengths, preferences, and interests*. Teachers should ensure that students understand the IEP process and train them to become active participants in the process.

WHEN: Self-advocacy curriculums are available for schools that promote and encourage students to become knowledgeable about their disability and be able to identify their strengths. If not using a self-advocacy curriculum, teachers should share this information with the students at least one month prior to the IEP meeting. Students should be invited to the meeting, be aware of the agenda and informed of what is expected of them in the meeting. The students can do this by voicing long-range post-secondary goals, identifying strengths, pointing out what accommodations are needed to be successful, etc.

HOW: Examples of how to inform/prepare students for their IEP might include; using self-advocacy curriculum; having the student help write invitations to other team members for the meeting; role play or role model how the meeting will look (review agenda, inform/practice parts of the meeting that the student is encouraged to participate in, etc.).

WHO: The special education teacher and student could work cooperatively on this.

IDEA 2004 IEP Results Process for Transition Services



(slide by Ed O'Leary, 2005-used with permission)

STEPS TO TAKE AT THE IEP MEETING

STEP I.

WHAT: Determine the student's measurable post-secondary goals related to:

- Employment
- Education OR Training
- Independent Living (where appropriate)

WHY: IDEA 2004 requires these areas to be addressed by the team. Start the meeting by having the student state long-range vocational and living goals. (If the student is not present at the meeting, the team needs to assure that the student's preferences and interests have been taken into account.). Start discussion and initiate a plan of action or series of steps for the student to work toward achieving the identified long-range goals.

WHEN: One month prior to meeting through informal or formal transition assessments. Post-secondary goals must be addressed at the IEP beginning not later than the first IEP to be in effect when the student turns 16 and updated annually thereafter.

HOW: Have the student complete a survey or questionnaire (or as part of the transition assessment) prior to the IEP to identify or indicate his/her goals. Have the student verbally share these goals with the IEP team at the meeting.

WHO: Special education personnel, student, parent.

STEP II.

WHAT: Determine the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP).

WHY: IDEA 2004 requires the team to identify and consider the student's current academic and functioning level when discussing plans to achieve long-range goals.

WHEN: The information needed to write the PLAAFP is obtained from the evaluations done *prior* to the IEP meeting. The team reviews/discusses the PLAAFP *at* the meeting.

HOW: Copies of the evaluation reports should be given to all team members prior to the meeting to ensure time for all team members to review the report and ask any questions they may have.

WHO: Evaluator who conducts the evaluations, all team members review and discuss the PLAAFP.

STEP III.

WHAT: Determine the transition services needed to assist the student in reaching post-secondary goals, including courses of study. Identifying and providing these services ensures a "coordinated set of activities".

WHY: IDEA 2004 requires the team to develop a "coordinated set of activities" for student's transition age.

WHEN: At the IEP meeting (beginning not later than the first IEP to be in effect when the student turns 16 and annually thereafter). The services/activity recommendations are determined based on what the student's identified long-range goals are. Services/activities should be discussed in the following areas:

- **Instruction** the student needs to receive in specific areas to complete needed courses, succeed in the general curriculum, and gain needed skills.
- **Related Services**, in this context, has to do with determining if the related service needs of the student may need to continue beyond high school. (Related services for the coming school year are to be addressed in another section of the IEP.)
- **Community Experiences** that are provided outside the school building or in community settings.
- **Employment and other post-school adult living objectives** the student needs to achieve desired post-school goals; and

When appropriate:

- **Daily living Skills** are those activities adults do every day such as grooming, cooking, money skills, etc.
- **Functional vocational evaluation** is an assessment process that provides information about career interests, aptitudes, and skills.

HOW: These activities are part of the "steps" or "action plan" that needs to be in place for the student to achieve their post-secondary goals. All activities or services needed from the current time until the student exits school may be listed, or the team may choose to just list the activities or services needed in the next year. The IEP document must include a start date and completion date for each service/activity. The team also must identify who is responsible for providing the service, such as school personnel, the student and/or family, or outside agency personnel.

The team also needs to list all courses of study (i.e. classes) the student will take from the current time until they exit school on the IEP. The decision as to what classes the student will take should be based on their post-school goals.

To identify a coordinated set of activities, the IEP team may find it helpful to answer the following questions:

- What services, supports or programs does the student CURRENTLY need?
- What services, supports or programs will the student need IN THE FUTURE in order to achieve their post-school goals and ensure success in the adult world?
- Is the student linked to the needed post-school services, supports or programs BEFORE they leave the school setting?

The transition services and courses of study should be reviewed each year by the team, and updated and revised as needed.

WHO: IEP team, including student, parent and outside agency personnel who may provide or pay for transition services.

STEP IV.

WHAT: Determine the student's measurable annual goals.

WHY: IDEA 2004 requires the IEP to include a statement of measurable annual goals, including academic and functional goals designed to meet the student's needs to enable them to progress in the general education curriculum, and meet their other educational needs that result from their disability.

WHEN: At the IEP meeting, *after* the student's post-secondary goals have been determined, their present levels of academic and functional performance have been discussed, and their transition services have been identified.

HOW: Annual goals are determined after reviewing evaluation data and considering the student's present levels of performance.

WHO: The IEP team should be in agreement on what annual goals are needed, if any.

WHAT SHOULD THE IEP MEETING LOOK LIKE?

For all students beginning not later than the first IEP to be in effect when the student turns 16, transition must **always** be discussed at every annual IEP meeting. Below is an example of an “ideal” meeting agenda.

- 1) Welcome/introductions (preferably done by student).
- 2) Discuss and identify the student’s post-school desired goals or vision based on their preferences and interests. Measurable post-secondary goals in the areas of **training OR education, employment, and independent living skills** (where appropriate) should be written, preferably using “I statements” from the student.
- 3) Discuss the student’s **present level of academic achievement and functional performance**. In other words, identify where the student is functioning in relation to where he/she wants to go and what he/she wants to do beyond school. Discuss student strengths as well as relevant weaknesses or challenges.
- 4) Develop a statement of transition services, including a “**course of study**” that:
 - a) is a long range plan listing all the courses (classes) he/she will be taking from now until they exit school
 - b) is meaningful to the student’s future and will motivate them to complete school
 - c) directly relates to their post-school goals and their preferences and interests.

Design **transition services/activities** in the following areas: instruction, related services, community experiences, employment and other post-school adult living objectives, and when appropriate, daily living skills and functional vocational evaluation. List services, supports or programs as needed, and that promote movement from school to post-school goals.

- 5) Develop IEP **measurable annual goals**.
- 6) For students who are 17, discuss transfer of rights. Parents and the student must be notified of any transfer of rights that will take place at least one year before they reach the age of majority, which in SD is 18 yrs old. If the rights do transfer to the student at age 18, the school must provide any notice required by law to both the student and parents. All other rights accorded to the parents transfer to the student, unless the student is determined incompetent by a court of law. If they have been determined incompetent by a court, then the rights remain with the parent.

STEPS TO BE TAKEN AFTER THE MEETING

1. Start implementing the services, supports and instruction agreed upon at the meeting.
2. Encourage the student to assume responsibility for as much as possible of the IEP, such as following through with homework, working as independently as possible, informing teachers if accommodations or other services determined at the IEP are not working, etc.
3. Re-evaluate as needed (i.e. there may be times intensive assessment is needed depending on the circumstances in a student's life, and there may be key points in a student's educational process where certain types of assessment should be planned such as at the three-year reevaluation period, but much of what is needed for assessment is *ongoing and informal*).

As you can see, to implement a successful transition to adulthood for students with disabilities, a coordinated effort is needed. No one agency can provide all services a student may need. It will benefit *everyone* to plan ahead. Involving adult service agencies while the student is still in school enables the family to become familiar with the provider and their eligibility requirements. It also prevents the student and family from "wandering aimlessly" when school is done, wondering where to go next. If transition team members cultivate relationships early, coordinate their efforts, and collaborate with others, the student's transition is sure to be a success!!

(State Suggested IEP Form)

Measurable Postsecondary Goals (MPSGs) – Based on Age-Appropriate Assessment

(Required on or before the student’s 16th birthday) note: The term “Measurable Postsecondary Goals” replaces “Life Planning Outcomes” (What does the student plan to do after high school?) – Current OSEP guidance requires at least one linked annual goal AND at least one service/activity for each MPSG identified. Assessment results should determine which MPSGs are addressed.

Employment: _____
_____ (See linked annual goal(s)# _____)

Education: _____

OR _____ (See linked annual goal(s)# _____)

Training: _____
_____ (See linked annual goal(s)# _____)

Independent Living: (where appropriate) _____
_____ (See linked annual goal(s)# _____)

Transition Courses of Study

(Required on or before the student’s 16th birthday) (Complete for the current school year through the planned exit year) (Should relate to and help the student to progress towards achievement of the Measurable Postsecondary Goals listed above)

Grade	Grade	Grade	Grade	Grade

Comments:

Transfer of Parent/Guardian Rights (Must be addressed on or before the 17th birthday).

Student will turn 17 on _____. Student was informed of this transfer of rights on ____/____/_____.

Graduation or Completion of an Approved Program (Must be addressed at least one year prior to graduation date.)

Student is to graduate/complete program: (Date) ____/____/_____

Individualized district specific requirements and remaining courses needed to complete an approved secondary education program:

Summary of Performance – (For students who are graduating with a regular diploma or aging out of special education)

A summary of the child’s academic achievement & functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals, is required. A suggested form and instructions are available on the SEP web site.

One Year Follow-Up – (For students who are graduating, aging out, or dropped out) Students will be contacted one year after exiting, by a contract agency, to determine their status in regards to employment, postsecondary school, and other outcomes.

Transition Services / Coordinated Set of Activities

*Transition Services must be a coordinated set of Activities/Strategies designed within a results oriented process. This means that the activities are those steps or things that need to happen that will lead to post-school results and help the student achieve their desired post secondary goals. All of the activities that will need to happen to help students achieve their post secondary goals cannot be done by the school alone. Thus, the activities should include those things that others (students, families and the appropriate adult services, agencies or programs) will need to do. When viewed as a whole, the activities should demonstrate involvement and coordination between schools, students, families and the appropriate adult services, agencies or programs.

Instruction:

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>
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Related Services:

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>
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Community Experiences:

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>
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Employment:

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>
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Other Post-School Adult Living Objectives:

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>
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Acquisition of Daily Living Skills (When appropriate):

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>
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Functional Vocational Evaluation (When appropriate):

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>
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MEASURABLE POST-SECONDARY GOALS (After High School)

Measurable Post-Secondary Goals – Based on Age-Appropriate Assessment

(Required on or before the student's 16th birthday) note: The term "Measurable Post-Secondary Goals" replaces "Life Planning Outcomes" – 4 measurable post-secondary areas are now stated in statute and in the final regulations – IDEA 2004 - 300.320(b).

Employment: REQUIRED FOR ALL STUDENTS OF TRANSITION AGE
_____ (See linked annual goal(s) # _____)

Education: _____
 OR EITHER EDUCATION OR TRAINING IS REQUIRED (See linked annual goal(s) # _____)

Training: _____
_____ (See linked annual goal(s) # _____)

Independent Living: (where appropriate) _____
_____ (See linked annual goal(s) # _____)

Directions for completion:

IDEA 2004 requires that measurable post-secondary goals must be included in the IEP of every student beginning no later than the first IEP to be in effect when the student is 16, or younger if determined appropriate by the IEP team. In the early stages of transition, these goals may be broad, but hopefully will become more specific and measurable as the student refines his/her ideas and reports these to the IEP team.

The more specific one is in writing these goals, the easier it will be for them to be measurable. To help make the goals measurable, use verbs like "will work", "will enroll", and "will live", and incorporating descriptors such as:

Employment – paid (competitive, supported, sheltered), unpaid, non-employment, part-time, etc.

Education – 4 year college, technical school, 2 year college, military, etc.

Training – specific vocational or career field, independent living skill training, vocational training program, apprenticeship, on-the-job training, military, Job Corps, etc.

Independent Living Skills – adult living, daily living, independent living, financial, transportation, etc.

The measurable postsecondary goals should answer the question "**What will the student do after high school?**" in the areas of employment, education **OR** training and independent living (where appropriate). Some students may know exactly what it is they want to do or are planning to do. However, others may have no idea of their future plans. By completing age-appropriate transition assessments, including informal checklists, career interest inventories, informal interviews, etc., many students will be able to develop dreams and goals for the future following high school. These measurable postsecondary goals should be reviewed by the team annually and revised as needed, based on the student's strengths, preferences and interests.

Appropriate measurable postsecondary goals must be based upon age-appropriate transition assessments related to:

- **Employment**
- **Education OR Training**
- **Independent Living Skills (where appropriate)**

Assessment results should clarify which measurable post-secondary goals are addressed. If a student is able to complete daily living activities independently, and needs no assistance, a goal for independent living skills would not need to be written. Also, if a student is not planning to attend post-secondary education, the area of education would not need to be addressed, but instead, a goal for postsecondary training would be written. **For each measurable post-secondary goal identified, BOTH a linked goal AND at least one transition service/activity need to be developed!**

Below are examples of measurable post-secondary goals (**After High School....**). Note that these are written in the "first person". "First person" statements individualize these statements and emphasize to the team that it is the STUDENT'S post-secondary goal. This practice is not required, but may promote more ownership of the IEP by the student.

16 year old male student with a disability of Autism:

Employment: I will be employed as a math or science college professor.

Education: I will enroll in a public college and major in Math or Science.

Training: N/A

Independent Living: I will live in a dorm by myself or with one roommate.

16 year old male student with learning disability in reading decoding & comprehension:

Employment: I will either enlist in the military or work full-time for my dad's concrete business.

Education: N/A

Training: I will enroll in a Commercial Driver's License training through Career Learning Center and obtain a CDL.

Independent Living: I will live independently with supports for budgeting & time management.

18 year old female student with significant learning disabilities in math & reading:

Employment: I will work part part-time producing Native American artwork.

Education: N/A

Training: I will take a drawing class. I will also take a 'budgeting class' through the Independent Living Center in the community I am living

Independent Living: I will live with family until I can afford to live on my own.

19 year old male student with mental retardation:

Employment: I will work in a school as a janitor, part-time to start with.

Education: N/A

Training: I will receive on-the-job training through the Division of Rehabilitation Services to learn how to be a janitor.

Independent Living: I will continue living with my dad for several years.

17 year old female with emotional disturbance:

Employment: I will enlist in the Navy when I am 18 and enroll in computer programming.

Education: N/A

Training: I will complete the basic training and enroll in an advanced computer training program

Independent Living: N/A

15 year old female with specific learning disabilities in written expression:

Employment: I will be a registered nurse and work in a hospital.

Education: I will attend a university in SD which has a 4-year nursing program.

Training: N/A

Independent Living: N/A

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Based on evaluation, include academic achievement and functional performance (strengths and weaknesses) in the areas affected by the student's disability, including transition in the IEP to be in effect when the student turns 16; parent concerns; and how the student's disability affects the student's involvement and progress in the general education curriculum. (For a preschool child, how the disability affects his/her participation in appropriate activities.)

Student Name:	IEP Date:
<p>* Remember to address:</p> <ul style="list-style-type: none">? Skills or Transition Area? Strengths and Needs? How the student's disability affects his/her involvement/progress in the general education curriculum for the skill area? Parent Input	

Directions for Completion:

The student's PLAAFP page provides the IEP team with a snapshot of how the student is performing at the time the IEP is developed. Information contained in these present levels should be based on assessment, which may be both formal and informal. Before developing an Individualized Education Program, team members are required to discuss the student's present level of academic achievement and functional performance. **For students of transition age, the team should identify where the student is functioning in relationship to what he/she plans to do after finishing high school.** The team should discuss student strengths, as well as relevant weaknesses or challenges.

The information needed to list these strengths and needs comes from the age-appropriate transition assessment, formal and/or informal, that has been completed with the student.

There is no specific federal guidance mandating which transition categories or formats should be used for present levels. Listing strengths and needs in transition areas may be done in a variety of ways:

1. Measurable Post-Secondary goals need to be developed in Employment, Education OR Training, and Independent Living, where appropriate. Therefore, the IEP team may decide to include these as headings on the PLAAFP page and to list strengths and weaknesses under each of these. If strengths and no weaknesses (or only a few minor needs) are identified as present levels in one of the goal areas, such as Independent Living, this would indicate that a measurable postsecondary goal may not be needed.
2. A school district may prefer to add additional or different headings that coincide with the transition assessment used. Example: The Enderle-Severson Transition Rating Scale – Form J-Revised (ESTR) assesses students in 1) Employment, 2) Recreation and Leisure, 3) Home Living, 4) Community Participation and 5) Post-Secondary Education. These headings could be used on the present levels page, with strengths and needs listed under each area.
3. A school district might also decide not to list specific transition area headings, but instead to utilize a narrative style in the present levels section. However, transition skill strengths and needs still need to be covered under present levels.

When selecting a format to address present levels, a style which is both parent-friendly and functions as a checklist for teachers may be a wise choice. As a suggested best practice, this guide will use the first method described for organizing the transition present levels section.

As long as the most important and appropriate strengths and needs are listed in the transition present levels, exactly where something might fit on the page should be a lesser concern. For example, not having a driver's license could easily impact each of the four measurable postsecondary goal areas. If a student plans to be a truck driver, then employment might be the most logical tie.

Student Name: Henry Forbes	IEP Date: 12-11-2006
<p><u>STRENGTHS</u></p> <p>Employment:</p> <ul style="list-style-type: none"> *interest in graphic communication *demonstrates appropriate hygiene and grooming *good listening and verbal skills <p>Education or Training:</p> <ul style="list-style-type: none"> *has desire to attend 2 yr college *feels good about self and understands physical self *completed intake for VR eligibility <p>Independent Living:</p> <ul style="list-style-type: none"> *uses telephone independently *corresponds in written form *treats minor medical problems *knows basic first-aid *schedules his own appointments *successfully does calculations w/ calculator *participates independently in activities w/ peers *has many varied free-time activities & interests <p>(Information on this page summarized from ESTR-J completed 11/16/06, Teacher interview on 12/4/06, and a Post-Secondary checklist from the Tacklebox).</p> <p>Parental Input: Henry's parents are encouraging him to pursue graphic communications. They report that he spends a great deal of his free time on artistic pursuits and can design some neat stuff on the computer. They are excited about Henry developing some work experience, especially if he is eligible for Project Skills.</p> <p><u>How has the student's disability affected his/her involvement/progression in the general education curriculum for the skill area?</u> Henry's disability affects his involvement and progression in the area of Math and also various transition areas. He is working in general Math curriculum, but progressing at a slower rate than his peers. Most students in Henry's grade who are planning on postsecondary education have completed Algebra, but Henry has not yet attempted this course.</p>	<p><u>NEEDS</u></p> <ul style="list-style-type: none"> *no work experience *not punctual to class *non-compliant at times with adults *unfamiliar w/ completing job applications *no experience or knowledge in interviewing *unaware of post-secondary options *unrealistic w/ personal strengths and needs *uncomfortable with self-advocating *doesn't understand debits and credits and how they relate to checking and savings accounts *unable to compute sale prices (percentages and fraction off of a price) *even though he has the skills, doesn't perform household chores *unable to pass SD driver's license exam

Transition Courses of Study

Transition Courses of Study
(Required on or before the student's 16th birthday) (Complete for current school year through the planned exit year)

Grade	Grade	Grade	Grade	Grade

Comments: _____

Directions for completion:

The courses of study should show a direct relationship between what the student's educational experiences in high school and the student's desired measurable post-secondary goals. While the level of specificity in the identification of courses is not dictated in the law, common sense would suggest that the more specific one can be in identifying the courses and showing how they relate to the measurable post-secondary goals, the greater the likelihood the students will see the relevance and importance of the courses they will be taking. Hopefully, the student will then have a vested interest in remaining in school.

Using the student's measurable post-secondary goals as their guide, the IEP team will need to decide what coursework is needed for the student to successfully reach the stated goals. For instance, students planning to enroll in college or a technical institute will need to be aware of minimum requirements of the SD Board of Regents. For students planning to pursue postsecondary education, actively involving regular education teachers and high school guidance counselors in the planning process should be a given.

Perhaps the best way to think about the Courses of Study is as the series of courses and experiences that a student needs to achieve his/her desired measurable post-secondary goals. The course of study should include regular education courses, advanced placement courses, specially designed instruction, community and employment experiences, etc. The listing of educational courses and experiences in the course of study for a student with a mild disability would most likely follow the course offerings of the general education population. The course of study for students with moderate or severe disabilities may be different. Instead of listing specific course titles, for students with moderate to severe disabilities, one should list course content areas (e.g., mobility, self-advocacy/ determination, independent living, money management, personal relationships, etc.)

The course of study should consist of classes and experiences that the student will be taking at the time the IEP is being written through the remainder of the years until graduation from high school or aging out of the school system. The classes listed in the course of study are not 'mandatory' or definite, but rather a map of what classes and experiences would benefit the student in reaching the stated measurable post-secondary goals in the IEP. In other words, the IEP team can change one or more of the classes at the time of the annual IEP meeting. The course of study is dependent on the student's **interests**, abilities and those courses and electives offered at the student's school.

1. Student planning to attend college to become a high school math teacher:

Grade 10	Grade 11	Grade 12
English	English	English
US History	World History	US Government
Algebra II	Geometry	Calculus/Trigonometry
Biology	Chemistry	Personal Finance
Fine Arts	Spanish II	Accounting
Spanish I	General Business	Psychology
Graphic Design	Become Your Own Expert! (self-advocacy)	High School Math Tutoring

2. Student planning to enter workforce:

Grade 9	Grade 10	Grade 11	Grade 12
English I	English II	English III	English IV
Geography	US Government	World History	US History
Consumer Math	Pre-Algebra	Algebra I	Personal Finance
Physical Science	Biology	Pottery	Culinary Arts II
Carpentry Trades	Welding	Drawing	World of Work
Health/PE	Career Studies	Culinary Arts I	Self Advocacy
Computer I	Computer Tech Aide	Project Skills	Project Skills

3. Student who will age out of school system:

Year 2 (age 16/17)	Year 3 (age 17/18)	Year 4 (age 18/19)	Year 5 (age 19/20)	Year 6 (age 20/21)
Life Skill Math	LS Math	LS Math - money management	LS Math - checkbook	LS Math - Personal Finances
LS Language Arts	LS Language Arts	LS Language Arts	LS Language Arts	LS Language Arts
Social Living	Social Living	Social Living	Health & Sexuality	Health & Sexuality
In School Work Experience	Experience Based Career Education	Project Skills	Project Skills	Employer-Paid Work
Basic Foods	Basic Foods II	Daily Living Skills	Daily Living Skills	Daily Living Skills
LS World of Work	LS World of Work	Chorus	Chorus	Chorus
PE	PE	PE	PE	PE
Self Advocacy	Self Advocacy	Self Advocacy	Self Advocacy	Self Advocacy

4. Student planning to attend a technical institute for computer studies:

Grade 9	Grade 10	Grade 11	Grade 12
English I	English II	English III	English IV
Geography	US History	World History	US Govt
General Math	Pre-Algebra	Algebra I	Personal Finance
Physical Science in the Community	Biology in the Community	Biology in the Community II	Community Based Computer Interning
Computer I	Advanced Computer	Graphic Design	Web Page Design
PE	PE	Health	World of Web Art
Self Advocacy Unit	Self Advocacy Unit	Self Advocacy Unit	Self Advocacy Unit

Transition Services/Coordinated Set of Activities

Instruction: *Activities listed under this heading have to do with 'instruction', whether it is formal or informal. This could include, but is not limited to such things as:*

****Broad curricular areas of needed coursework, educational experiences, skill training, etc. or**

****Activities/strategies which are necessary to prepare for and take part in college, continuing education, further skill training, adult living, etc.**

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>
---------------------------------	--	-----------------------	-----------------------

Related Services: *This area of the statement of needed transition services is not for specifying the needed related services for the next school year. That is to be addressed in another section of the IEP. This area has to do with determining if the related services needs that the student is currently receiving will be continuing beyond high school. (Ex. - If a student is receiving mental health counseling and it is probable that counseling will need to continue following graduation from high school, the team would then address activities that can be done this year to help insure continued mental health counseling following high school. This may also pertain to speech/language, OT, PT, etc.) This particular service area will not apply to the majority of students.*

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>
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Community Experiences: *Activities listed here should emphasize strategies that are generally provided outside the school building and that prepare the student for participation in community life.*

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>
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Employment: *These activities will focus on development of work-related behavior, job seeking and keeping skills, career exploration, actual employment, etc.*

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>
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Other Post-School Adult Living Objectives: *Activities listed in this area should focus on adult living skills. These are generally those activities that are done occasionally - such as, registering to vote, getting driver's license, renting or buying a home, filing taxes, buying insurance, etc.*

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>
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Acquisition of Daily Living Skills (when appropriate): *These activities will also focus on adult living skills but are generally on a daily basis - such as, preparing meals, cleaning, paying bills, personal hygiene, etc.*

Activity Recommendations Personnel/Agency/Person Responsible Date Initiated Date Completed

Functional Vocational Evaluation (when appropriate): *This is an assessment process that provides information about job or career interests, aptitudes, and skills. This process can include observations, formal or informal measures and should be practical.*

Activity Recommendations Personnel/Agency/Person Responsible Date Initiated Date Completed

Directions for completion:

Transition services must be a coordinated set of activities or strategies, designed within a results-oriented process. The activities/strategies are those things that need to happen that will lead to post-school results and help the student to achieve the desired measurable post-secondary goals. After each of the transition categories listed above, there is a brief explanation (italicized) as to what the areas entail. Completing the items on this page consist of the following four steps:

1. **Activity Recommendations** - Examples of activities/strategies to use in this section are on the following pages. A brief description of activity or strategy should be listed. Many activities listed are intertwined and could fit under a different transition area. The main point is that an activity is listed, regardless of what transition area it is listed under.
2. **Personnel/Agency/Person Responsible** - All of the activities that will need to happen to help students achieve their post-secondary goals cannot be done by the school alone. Students, families, and appropriate adult services agencies or programs, along with the school, may be responsible for completing the activities listed. This is an excellent way for families to develop more ownership of the IEP.
3. **Date Initiated** - This can either be the starting date of the IEP, or even better, the date that the activity will be started.
4. **Date Completed** - Activities should be checked off as they are completed. If an activity/service identified for the current year was not completed as recommended, the team should decide at the next IEP whether or not to carry it over to the next year's activities.

The IEP team will review/revise the activities annually. Members of the team may list activities/services for the upcoming year **OR** they may choose to list ALL activities/services needed from the present time until the student graduates or ages out.

Justification statements are a thing of the past. If based on the student's present levels for transition, there are no needs in one or more of the seven transition service areas, then simply indicate Not Applicable (N/A) on the form. At a bare minimum, **at least one activity/service must be listed which ties back to each of the student's Measurable Postsecondary Goals.**

Examples of Transition Services/Coordinated Set of Activities

Instruction:

- ❖ Tour postsecondary occupational training programs
- ❖ Contact local college for disability documentation policy
- ❖ Complete and submit application to postsecondary institution
- ❖ Tour Career Planning Center and inquire in to training programs available through them
- ❖ Visit college campuses and meet with disability coordinators
- ❖ Explore admission requirements for vocational/technical school
- ❖ Explore admission requirements for state colleges
- ❖ Write an info interview letter to the disabilities coordinator at a post-secondary school of interest
- ❖ Research college scholarship opportunities
- ❖ Obtain, complete and submit applications to colleges of interest
- ❖ Obtain, complete and submit applications for financial aid
- ❖ Complete learning styles inventory to identify preferences and strengths
- ❖ Complete an assistive technology evaluation
- ❖ Meet with military recruiters to discuss educational benefits
- ❖ Meet regularly with HS guidance counselor about necessary paperwork for college admissions
- ❖ Complete a study skills training class
- ❖ Attend Catch the Wave workshop (annually in April)
- ❖ Enroll in vocational education classes/multi-district classes
- ❖ Check with college/tech school about “auditing” classes
- ❖ Sign up for/take ACT-SAT test
- ❖ Request accommodations for ACT-SAT test if necessary
- ❖ Apply for financial aid for college (seniors)
- ❖ Verify that current course of study matches requirements at chosen college or technical school
- ❖ Review and update transition assessments (ESTR, TPI, Brigance Inventory, etc)
- ❖ Have assistive technology assessment done to determine possible need/benefit from assistive technology device



Related Services:

- ❖ Identify and visit community mental health agencies
- ❖ Visit potential post-school providers of physical therapy
- ❖ Learn to use a guide dog effectively
- ❖ Identify potential post-school providers of recreation therapy or occupational therapy and potential funding sources
- ❖ Receive orientation and mobility training in place of employment
- ❖ Explore city/county transportation options
- ❖ Learn about potential post-school providers of speech therapy
- ❖ Identify possible sources of support for coping with difficult life situations
- ❖ Obtain new equipment (i.e., wheelchair, seating, braces, Assistive Technology, etc.)
- ❖ Apply for a mentor through a local, non-profit agency for substance abuse counseling

Community Experiences:

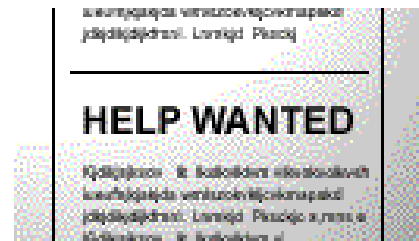
- ❖ Take classes through the local 4-H organization
- ❖ Enroll in community ed or recreational programs of interest
- ❖ Learn about Americans with Disabilities Act

- ❖ Learn about students' rights under IDEIA
- ❖ Enroll in self-advocacy/self-awareness study
- ❖ Participate in church youth groups
- ❖ Visit potential places in the community to shop for food, clothes, etc
- ❖ Tour the city library
- ❖ Join a community recreation center or YMCA
- ❖ Obtain a state id card or driver's license
- ❖ Participate in age appropriate social activities (dances, dating, concerts, sporting events, etc)
- ❖ Register to vote
- ❖ Register with the selective service
- ❖ Observe a courtroom or jury duty process
- ❖ Take Drivers Ed class/get Drivers Ed training/one-one if needed
- ❖ Sign up to help with summer recreation programs, Park & Rec, etc.
- ❖ Join local service clubs (Lions, Sertoma, Kiwanis, etc)



Employment:

- ❖ Interview a job coach for possible help following high school
- ❖ Participate in a career awareness program or class
- ❖ Interview an adult worker in career field of interest
- ❖ Job shadow an adult worker in career field of interest
- ❖ Participate in Project Skills, if VR eligible
- ❖ Obtain a paid part-time job
- ❖ Take the ASVAB
- ❖ Tour SD Career Center (formerly Job Services)
- ❖ Practice completing job applications and interviewing skills
- ❖ Volunteer in career of interest
- ❖ Memorize your Social Security number
- ❖ Draft resume, cover letters and thank you notes for after interviews
- ❖ Meet with Job Corps counselor
- ❖ Perform duties/school staff (secretary, janitor, cook, teacher, etc)
- ❖ Research 3 different careers/write paper
- ❖ Take career interest inventories/surveys to help pinpoint interest area
- ❖ Attend Career Days with high school class



Acquisition of Daily Living Skills:

- ❖ Explore city/county transportation options
- ❖ Enroll in self-advocacy/self-awareness study or class
- ❖ Enroll in any 'consumer science' class at HS (foods, parenting, single survival, money/time management, etc) to learn about...
- ❖ Learn about time management
- ❖ Take a CPR/First Aid course
- ❖ Develop monthly living budget
- ❖ Apply for Supplemental Security Income (SSI)
- ❖ Open a bank account
- ❖ Memorize phone number and complete mailing address
- ❖ Access postal services
- ❖ Explore insurance issues/needs
- ❖ Explore guardianship issues
- ❖ Perform minor home repairs
- ❖ Register with the Division of Developmental Disabilities

- ❖ Schedule and keep appointments
- ❖ Obtain addresses & phone numbers in the telephone directory
- ❖ Use telephone independently
- ❖ Learn to operate a washer, dryer, dishwasher, microwave
- ❖ Learn to tell time
- ❖ Manage daily time schedule
- ❖ Take medications independently (or learn how to)
- ❖ Develop a network of informal supports (friends, neighbors, etc.)
- ❖ Inquire in to rates of utilities (gas, water, electric, phone, cable, etc)
- ❖ Develop a personal fitness routine
- ❖ Obtain a bank ATM card
- ❖ Attend to daily grooming/hygiene skills independently
- ❖ Meet with potential landlord to learn about expectations of a renter
- ❖ Purchase food and prepare meals
- ❖ Purchase clothing and learn how to care for clothes
- ❖ Apply for Youth Leadership Forum (annually in June)
- ❖ Apply for Job Corps training program
- ❖ Visit local Independent Living Center to inquire about services
- ❖ Have independent living assessment done
- ❖ Develop emergency procedures for use at home
- ❖ Select a primary care physician and dentist.
- ❖ Keep and use a calendar, address book, telephone numbers
- ❖ Plan recreational outings (alone and/or with friends) weekly
- ❖ Inquire into/decide what religious denomination to join



Other Post-School Adult Living Objectives:

- ❖ Visit community mental health agencies
- ❖ Identify potential postsecondary providers of related services and their funding sources
- ❖ Check availability of mentor program in community
- ❖ Learn about community agencies that provide services and support to people with disabilities
- ❖ Tour area adjustment training center
- ❖ Complete application for ATC
- ❖ Contact Independent Living Center for possible services
- ❖ Inquire in to housing assistance program (HUD)
- ❖ Contact Services to the Blind & Visually Impaired
- ❖ Inquire into programs available through Department of Social Services (food stamps, medical insurance, etc)
- ❖ Inquire about Division of Rehabilitation eligibility
- ❖ Maintain regular contact with VR counselor
- ❖ Apply for Vocational Rehabilitation Services
- ❖ Learn how wages may affect benefits such as Medicaid

Functional Vocational Evaluation:

- ❖ Participate in a situational vocational assessment
- ❖ Provide opportunities for job sampling in the community
- ❖ Collect info re. the student's vocational interests and abilities
- ❖ Conduct formal aptitude tests such as VALPAR and WRIT
- ❖ Review previously administered career interest assessment
- ❖ Meet with HS guidance counselor to affirm vocational interests & align graduation plan to need
- ❖ Complete CHOICES or Bridges computer program to determine vocational interests

Measurable Annual Goals and Transition

Directions for completion:

In addition to the other elements of the student's transition IEP, annual goals need to be determined. For children with disabilities who take alternate assessments aligned to alternate achievement standards (in addition to the annual goals), a description of benchmarks or short-term objectives need to be included. Remember, short-term objectives/benchmarks are only required for those students who meet the eligibility criteria for significantly cognitively disabled. For the transition IEP, measurable annual goals and/or objectives for the coordinated set of activities need to be developed. **At least one annual goal will be required for each identified measurable post-secondary goal (MPSG) area.** Annual goals relating to transition services can be thought of as transition-linked or transition-skills goals.

Transition-linked goals are those which address the disability area(s) in which the student qualified for services. If a student qualified for special education services with a Math learning disability, and the **measurable post-secondary goal** in Education was **to attend a technical institute to be a carpenter**, an example of a measurable annual goal for this student that links nicely with a transition plan could be:

“Given 10 computation problems with fractional numbers with differing denominators, Joe will be able to compute the answer with 90% accuracy, in 5 out of 5 trials”.

Joe has qualified in Math and he will need to learn how to do fractional Math problems as a carpenter. Improving these Math skills will aid him in reaching his post-secondary goal to become a carpenter.

Transition-skill goals are those which address specific transition needs. If a student's measurable post-secondary goal in employment was to seek employment after high school but he was unsure as to what type of job he wanted, the IEP team may determine that one of the activities in the “coordinated set of activities” would be career exploration of 5 specific jobs in the community. An annual goal may be written to measure what the student will achieve as a result of this activity. An example of a goal that is specific to transition skills could be:

“After observing jobs in the community, Joe will keep a log of jobs observed, stating specific job duties and needed skills, with 100% accuracy, 5 out of 5 observations.”

By further exploring other possible careers, Joe will hopefully develop more specific interests into whatever type of employment he would like to seek following high school.

Additional examples of transition-linked and transition-skills goals follow. For each example, a measurable post-secondary goal is listed, with two annual goal examples and an explanation as to how the goals lead to the transition IEP plan. *Explanations in the following examples do not need to be written on the IEP.* They are only meant to explain how the annual goals link to the measurable post-secondary goals.

Examples of 'transition-linked' goals (addressing qualifying area needs)

➤ **Measurable Post-Secondary Goal in Employment (or Instruction):**

I (Melody) will be working part-time as a dietary aide at a local nursing home.

- 1 - **(Math Calculation)** When presented with her time card from her employment site, Melody will be able to compute the hours worked and calculate her gross wages for that time period, with 100% accuracy, 4 out of 5 pay periods.
- 2 - **(Math Application)** When given 10 entries in her checkbook (debits and credits), Melody will use a calculator to compute correct balance with 100% accuracy, 5 out of 5 trials.
Explanation - Melody will need to be able to balance her checkbook to avoid any overspending or checkbook problems.

➤ **Measurable Post-Secondary Goal in Education (or Instruction):**

I (John) will attend a four year college to receive a bachelor's degree in Business Administration.

- 1 - **(Reading Comprehension)** When presented with chapter-long reading assignments in science, social studies, or English courses, John will use SQR3 strategies (survey, question, read, recite, and review) to earn quiz scores of at least 80% in 4 out of 5 trials.
Explanation - Improved reading skills will help him move towards this MSPSG.
- 2 - **(Written Expression)** When presented with a topic for a research topic, John will be able to complete an outline of needed material with 80% accuracy, 3 out of 4 trials.
Explanation - While in college, John may be required to complete outlines for either speeches or reports that he is assigned.

➤ **Measurable Post-Secondary Goal in Training:**

I (Christopher) will attend a Job Corps program to receive training in carpentry.

- 1 - **(Behavior or Organization)** When arriving at his classrooms, Christopher will have his textbooks, notebook, assignment notebook, and pens with 100% accuracy, 9 out of 10 trials.
Explanation - Christopher will be more successful in this program if he learns better organizational skills.
- 2 - **Math Calculation)** When given 20 problems dealing with addition and subtraction of fractional numbers, Christopher will be able to compute the answers with 80% accuracy, 4 out of 4 trials.
Explanation - Christopher will need to calculate answers of fractional numbers for a career in carpentry.

➤ **Measurable Post-Secondary Goal in Independent Living (where appropriate) (or acquisition of daily living skills):**

I (Twyla) will be renting an apartment with a friend and living semi-independently.

- 1 - **(Reading)** When given a name and a phone book, Twyla will independently locate the name and dial correct number with 100% accuracy, 5 out of 5 trials.
Explanation - It is important that Twyla be able to find and correctly place phone calls for pleasure and business.
- 2 - **(Math Application)** When given 10 entries for a checkbook (debits and credits), Twyla will be able to compute checkbook balance with 100% accuracy, 4 out of 5 trials.
Explanation - It is hoped that Twyla will only be needing minimal assistance with managing her money when she moves into her own apartment.

Examples of Measurable Annual Goals linked to Measurable Postsecondary Goals

1. Angela –Disability - Mental Retardation

Employment: Angela will work part-time as a residential assistant or as a sacker/stocker at a grocery store.

Transition Linked Goal – (Speech/Language) During a simulated job interview with a staff member, Angela will be able to respond appropriately to 10 previously addressed questions used in interviews, with 100% accuracy, 3 out of 4 trials.

Transition Skills Goal – (following directives) When orally asked to perform a task that she is familiar with, Angela will begin working on the task immediately, 100% of the time, 4 out of 5 times.

Education: N/A

Training: Angela will utilize on-the-job training to learn more work skills.

Transition Linked Goal – (Written Expression) When provided with a job application form & a personnel info help card, Angela will be able to fill out the application neatly, with assistance, 3 out of 5 trials.

Transition Skills Goal – (job skills) While on-the-job training at a grocery store, Angela will be able to sack groceries to supervisor's satisfaction, 100% of the time, 3 out of 4 observations.

Independent Living: After living with her parents for two more years, Angela plans to live in an apartment in her community with a roommate, with some supports.

Transition Linked Goal – (Math Calculation) – When presented with 5 items that Angela purchases for daily living, Angela will be able to estimate to the next highest dollar, the price of each item & the total price needed for purchasing these items, with 80% accuracy, 4 out of 5 trials.

Transition Skills Goal – (Community Participation) – When presented with a list of 5 leisure activities that are available in the school and/or community, Angela will choose one different activity that meets her interests and abilities and independently participate in an activity with peers each week for 9 out of 10 consecutive weeks.

2. Gerald – Disability - SLD Reading & Writing

Employment: Gerald will become a Diesel Mechanic.

Transition Linked Goal – (Written Expression) After researching the field of Diesel Mechanics from 2 sources, Gerald will be able to write a 300 word report on the field of diesel mechanics, with correct sentence structure, punctuation & grammar, with 80% accuracy.

Explanation – *Improved writing skills will aide Gerald in writing required reports in college.*

Transition Skills Goal – (Job-Seeking) When presented with job applications, I-9 and W-4 forms, Gerald will complete these forms with 90% accuracy in 2 out of three trials.

Education: Gerald will enroll in Western Dakota Technical Institute's 2 year diesel program

Transition Linked Goal – (Reading Comprehension) When presented with chapter-long reading assignments in science, social studies, or English courses, Gerald will use SQR3 strategies (survey, question, read, recite, and review) to earn quiz scores of at least 80% in 4 out of 5 trials.

Explanation – Improved reading skills will help move him towards his goal of attending a vo-tech school.

Transition Skills Goal –(Self-Advocacy) When starting new courses, Gerald will meet with his teachers before the first day of the semester to review his modifications, accommodations, and learning style 100% of the time in 8 out of 8 trials.

Explanation – Gerald will need to be able to utilize self-advocacy skills in order to access services through the Disability Services Office at a post-secondary institute.

Training: Gerald will obtain a Commercial Driver’s License to operate 18-wheelers.

Transition Linked Goal – (Reading Comprehension) After reading a section silently from a content area textbook, Gerald will orally state the main idea and 2 details in his own words with 100% accuracy for 5 consecutive trials.

Explanation - Improved reading comprehension will aide Gerald when he studies for his CDL exam.

Transition Skills Goal – (Independent Living) When provided with a personal data sheet, Gerald will be able to independently complete it with correct spelling and legible handwriting, with 100% accuracy, 5 out of 5 forms.

Explanation – Gerald will need to complete various forms when enrolling in the CDL program and also when he goes to take his CDL exam.

Independent Living: NA

3. Fred – Disability – Autism Spectrum

Employment: Fred will be employed part-time at the Washington Pavilion.

Transition Linked Goal – Upon daily observation, Fred will maintain eye contact, when spoken to, with no reminders, 9 out of 10 days, for 1 month.

Transition Skills Goal – After successfully completing driver’s education course at Smith’s Valley HS, Fred will be able to pass the driving positions of the driver’s license exam and receive his SD Driver’s License.

Education: Fred will attend college and major in Math or Science.

Transition Linked Goal – (Communication) During an interview with a professional in the Math/Science field, Fred will use appropriate voice tone & volume for the previously composed 10 questions to be asked, 1 out of 2 occasions.

Transition Skills Goal – (Post-Secondary) At the beginning of a school term, using a previously completed visual chart on needed accommodations, Fred will be able to self-advocate with at least one of his teachers on what he needs to be successful in the scheduled class 3 out of 4 terms.

Training: N/A

Independent Living: Fred will delete live in a dorm by himself or with a roommate.

Transition Linked Goal – (Math) In a simulation when provided with 5 blank checks & 5 bills from various companies, Fred will be able to correctly fill out checks for the amount due on each bill, using due date as date of check, with 100% accuracy, in 4 out of 5 simulations.

Transition Skills Goal – (Daily Living) When observed arriving daily at school in the morning, Fred will be showered, his hair washed, teeth brushed & in clean clothes for 3 consecutive weeks.

(Example of Completed Transition IEP)

School District _____

Individual Education Program

Page 1

Student Name <input type="checkbox"/> Male <input type="checkbox"/> Female Henry Forbes	Meeting Date 12-11-2005	Purpose of Meeting <input type="checkbox"/> Initial Eligibility, IEP, Placement <input checked="" type="checkbox"/> Annual Review of IEP <input type="checkbox"/> Three Year Reevaluation <input type="checkbox"/> Dismissal from Services Date: _____ <input type="checkbox"/> Parent Request <input type="checkbox"/> Other: _____
Student Information Management System (SIMS) Number 1213-45-6789	Age 15 Grade 10	
Date of Birth 3-20-1990	Date Services Begin 12-12-2005	Discussed evaluation results/progress/assessment method <input checked="" type="checkbox"/> Yes _____ (Parent/Guardian initial) Copy of evaluation results received <input type="checkbox"/> Yes _____ (Parent initial)
School of Residence Branson School District	Annual Review Date 12-12-2006	*Transition Planning Needed <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (If yes, attach applicable transition pages.)
Attendance Center Central High School	Parent/Guardian Name, Address, Phone John & Mary Forbes 123 Main Street Branson, SD 5777	Student is eligible for special education or special education and related services as determined by the IEP team <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No An annual copy of Parent/Guardian Rights was received and reviewed _____(Date) _____ (Parent/Guardian Initial)
Date of Multidisciplinary Evaluation 12-10-2004	456-6543 Hm: _____ Wk: _____	
Three Year Reevaluation Due 12-10-2007	Parent/Guardian Name, Address, Phone Hm: _____ Wk: _____	A copy of the IEP was provided to parent/guardian <input checked="" type="checkbox"/> Yes _____ (Parent/Guardian Initial)
IEP Team Membership		Signature _____ Date _____
Parent/Guardian		
Parent/Guardian		
Student		
Superintendent/Designee		
General Classroom Teacher		
Special Education Teacher		
Speech/Language Pathologist		
Evaluator		
Title		
Title		
Child Count Information (District Option to Complete) Disabling Condition <input type="checkbox"/> 0500 <input type="checkbox"/> 0505 <input type="checkbox"/> 0510 <input type="checkbox"/> 0515 <input type="checkbox"/> 0525 <input type="checkbox"/> 0530 <input type="checkbox"/> 0535 <input type="checkbox"/> 0540 <input type="checkbox"/> 0545 <input type="checkbox"/> 0550 <input type="checkbox"/> 0555 <input type="checkbox"/> 0560 <input type="checkbox"/> 0555 <input type="checkbox"/> 0570 Ethnicity _____ W B I H A O A. Minutes per week in Special Education _____ B. Minutes per week in Related Services _____ <u>Minutes</u> <u>Services</u> _____ _____ C. A + B = (Total minutes of Special Education/Related Services) _____		Placement <input type="checkbox"/> 0100 Regular Classroom with Modification <input type="checkbox"/> 0110 Resource Room <input type="checkbox"/> 0120 Self-Contained Classroom <input type="checkbox"/> 0130 Day Program Code: _____ <input type="checkbox"/> 0140 24 Hour Program Code: _____ <input type="checkbox"/> 0150 Home/Hospital <input type="checkbox"/> 0315 Early Childhood Setting 80-100% <input type="checkbox"/> 0325 Early Childhood Setting 40-79% <input type="checkbox"/> 0330 Early Childhood Setting 0-39% <input type="checkbox"/> 0335 Separate Class <input type="checkbox"/> 0345 Separate School <input type="checkbox"/> 0355 Residential Facility <input type="checkbox"/> 0365 Home <input type="checkbox"/> 0375 Service Provider Location
Parent/Guardian declines all special education services		
Parent/Guardian Signature: _____		

Based on evaluation, include academic achievement and functional performance (**strengths and weaknesses**) **in the areas affected by the student's disability, including transition** in the IEP to be in effect when the student turns 16; **parent concerns**; and how the student's disability affects the student's **involvement and progress in the general education curriculum**. (For a preschool child, how the disability affects his/her participation in appropriate activities.)

Student Name:

12-11-2005

Henry Forbes

(NOTE: This PLAAFP page is an example of addressing the transition piece only. Do remember that other academic skill areas may need to be addressed for the students you are working with. Information on this page was taken from ESTRA-J, teacher interview with Henry and a post-secondary checklist from the Transition Tacklebox.)

STRENGTHS

Employment:

- *interest in graphic communication
- *demonstrates appropriate hygiene and grooming
- *good listening and verbal skills

Education or Training:

- *has desire to attend 2 year college
- *feels good about self and understands physical self
- *completed intake for VR eligibility

Independent Living:

- *uses telephone independently
- *corresponds in written form
- *treats minor medical problems
- *knows basic first-aid
- *schedules his own appointments
- *successfully does calculations w/calculator
- *participates independently in activities w/peers
- *has many varied free-time activities & interests

NEEDS

- *no work experience
- *not punctual to class
- *non-compliant at times with adults
- *unfamiliar w/completing job applications
- *no experience or knowledge in interviewing

- *unaware of post-secondary options
- *unrealistic w/personal strengths and needs
- *uncomfortable with self-advocating

- *doesn't understand debits and credits and how they relate to checking and savings accounts
- *unable to compute sale prices (percentages and fraction off of a price)
- *even though he has the skills, doesn't perform household chores
- *unable to pass SD driver's license exam

Parental Input: Henry's parents are encouraging him to pursue graphic communications. They report that he spends a great deal of his free time on artistic pursuits and can design some neat stuff on the computer. They are excited about Henry developing some work experience, especially if he is eligible for Project Skills.

How has the student's disability affected his/her involvement/progression in the general education curriculum for the skill area? Henry's disability affects his involvement and progression in the area of Math and also various transition areas. He is working in general Math curriculum, but progressing at a slower rate than his peers. Most students in Henry's grade who are planning on postsecondary education have completed Algebra, but Henry has not yet attempted this course.

*** Remember to address:**

- Skill or Transition Area
- Strengths & Needs
- How the student's disability affects his/her involvement/progress in the general education curriculum for the skill area
- Parent Input

(Required on or before the student’s 16th birthday) note: The term “Measurable Postsecondary Goals” replaces “Life Planning Outcomes” (What does the student plan to do after high school?) – Current OSEP guidance requires at least one linked annual goal **AND** at least one service/activity for each MPSG identified. Assessment results should determine which MPSGs are addressed.

Employment: I will have a career in graphics communication
 _____ (See linked annual goal(s) # 2)

Education: I will be attending a 2 year technical institute college in South Dakota
 _____ (See linked annual goal(s) # 3)

Training: N/A
 _____ (See linked annual goal(s) # _____)

Independent Living: (where appropriate) I will live independently or with friends when I am finished with high school. I may need supports to assist with balancing my checkbook. See linked annual goal(s) # 1)

Transition Courses of Study

(Required on or before the student’s 16th birthday) (Complete for the current school year through the planned exit year)
 (Should relate to and help the student to progress towards achievement of the Measurable Postsecondary Goals listed above)

Grade 10	Grade 11	Grade 12	Grade	Grade
English	English	English		
US History	US Govt	World News Today		
Pre-Algebra	Algebra	Geometry		
Biology	Fine Arts	Web Design		
Health	Spanish I	Personal Finance		
Computer II	Careers in US	World History		
Foods II	Survival/Singles	Dating & Marriage		
Project Skills	Project Skills	Project Skills		

Comments: _____

Transfer of Parent/Guardian Rights (Must be addressed on or before the 17th birthday).

Student will turn 17 on 3-20-2007. Student was informed of this transfer of rights on _____/_____/_____.

Graduation or Completion of an Approved Program (Must be addressed at least one year prior to graduation date.)

Student is to graduate/complete program: (Date) 05-23-2008

Individualized district specific requirements and remaining courses needed to complete an approved secondary education program:

Henry will be required to complete 24 credits under the standards (basic) pathway to graduation. Specific requirements will be addressed 5-2007.

Summary of Performance – (For students who are graduating with a regular diploma or aging out of special education)

A summary of the child’s academic achievement & functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals, is required. A suggested form and instructions are available on the SEP web site.

One Year Follow-Up – (For students who are graduating, aging out, or dropped out) Students will be contacted one year after exiting, by a contract agency, to determine their status in regards to employment, postsecondary school, and other outcomes.

Transition Services / Coordinated Set of Activities

Page 4B

*Transition Services must be a coordinated set of Activities/Strategies designed within a results oriented process. This means that the activities are those steps or things that need to happen that will lead to post-school results and help the student achieve their desired post secondary goals. All of the activities that will need to happen to help students achieve their post secondary goals cannot be done by the school alone. Thus, the activities should include those things that others (students, families and the appropriate adult services, agencies or programs) will need to do. When viewed as a whole, the activities should demonstrate involvement and coordination between schools, students, families and the appropriate adult services, agencies or programs.

Instruction:

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>
*Gather info on 5 colleges re. graphic communication programs	Henry, parent & SPED teacher	12-11-2006	
*Attend Catch the Wave event	Henry & SPED teacher	3-1-2007	
*Meet regularly with HS Guidance Counselor re. options after HS	Henry and HS Counselor	12-11-2006	

Related Services:

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>
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Community Experiences:

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>
*Pass SD driver's license exam	Henry & Parent	6-1-2007	
*Watch DVD on Youth Leadership Forum	Henry, SPED staff & parent	12-11-2006	
*If interested, apply for YLF	Henry, SPED staff & parent	12-20-2006	

Employment:

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>
*Participate in Project Skills, if VR eligible	Henry & SPED teacher	3-20-2007	
*If not VR eligible, seek p/t employment	Henry & parents	5-25-2007	
*Participate in five Mock Interviews	Henry, SPED Staff & Gen. Ed Teachers	12-11-2006	

Other Post-School Adult Living Objectives:

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>
*Determine eligible for Div. of Rehab services	Henry, parent & VR counselor	3-1-2007	
*Tour Career Planning Center & Career Learning Center	Henry & SPED staff	9-1-2007	

Acquisition of Daily Living Skills (When appropriate):

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>
*Successfully complete driver's ed class	Henry, Driver's Ed Teacher, SPED teacher & parents	5-25-2007	
*Perform household chores regularly	Henry & Parents	12-11-2006	

Functional Vocational Evaluation (When appropriate):

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>
*Collect info regarding vocational interests and abilities	Henry, SPED Teacher, High School Guid. Counselor & Parents	12-11-2006	

Student Name Henry Forbes		Title of Personnel Responsible General Ed Math teacher, SPED teacher & Henry		
Measurable Annual Goal # __1__ When given 10 entries consisting of debits & credits, Henry will correctly enter in a check register and compute balance correctly, 100% accuracy, in 4 out of 5 trials.	Proc. Code/s	Date	Prog. Code	Comments:
	6			
Short Term Instructional Objectives or Benchmarks (Required for students who take alternate assessments aligned to alternate achievement standards.	Proc. Code/s	Date	Prog. Code	Comments:
Accommodations/Modifications/Supplementary Aides and Services 1. <u>Alternative setting for test taking</u> 2. <u>Extended time for assignment completion & test completion</u> 3. _____ 4. _____ 5. _____			Frequency & Duration <u>When tests given</u> Daily _____ _____ _____	Location <u>RR Room</u> <u>Math class</u> _____ _____ _____
Statement of the program modifications or supports for school personnel (as appropriate):			Frequency & Duration	Location
Procedure Codes (Complete at IEP meeting) 1. Teacher-made tests 6. Work Samples 2. Observations 7. Portfolios 3. Weekly tests 8. Oral Tests 4. Unit tests 9. Data Response 5. Student Conferences 10. Other:	Progress Codes P= Progress being made I= Insufficient Progress to meet goal X= Not addressed this Reporting Period M=Met goal		<u>Reporting Frequency to Parents</u> X <input type="checkbox"/> Quarterly Reports <input type="checkbox"/> Trimester Reports <input type="checkbox"/> Other: _____ Reporting Method to Parents X <input type="checkbox"/> Conferences <input type="checkbox"/> Report Card <input type="checkbox"/> Goal Page Copy <input type="checkbox"/> Other:	

Student Name Henry Forbes		Title of Personnel Responsible General Ed staff, SPED staff & Henry			
Measurable Annual Goal # <u>2</u> When given a blank application form, Henry will complete all items in application form, with correct spellings, with 100% accuracy, 3 out of 5 application forms.	Proc. Code/s	Date	Prog. Code	Comments:	
	7				
Short Term Instructional Objectives or Benchmarks (Required for students who take alternate assessments aligned to alternate achievement standards.		Proc. Code/s	Date	Prog. Code	Comments:
Accommodations/Modifications/Supplementary Aides and Services 1. _____ 2. _____ 3. _____ 4. _____ 5. _____				Frequency & Duration _____ _____ _____ _____	Location _____ _____ _____ _____
Statement of the program modifications or supports for school personnel (as appropriate):				Frequency & Duration	Location
Procedure Codes (Complete at IEP meeting) 1. Teacher-made tests 6. Work Samples 2. Observations 7. Portfolios 3. Weekly tests 8. Oral Test s 4. Unit tests 9. Data Response 5. Student Conferences 10. Other:		Progress Codes P= Progress being made I= Insufficient Progress to meet goal X= Not addressed this Reporting Period M=Met goal		Reporting Frequency to Parents X <input type="checkbox"/> Quarterly Reports <input type="checkbox"/> Trimester Reports <input type="checkbox"/> Other: _____ Reporting Method to Parents X <input type="checkbox"/> Conferences <input type="checkbox"/> Report Card <input type="checkbox"/> Goal Page Copy <input type="checkbox"/> Other:	

Student Name Henry Forbes		Title of Personnel Responsible General Ed staff, SPED staff & Henry			
Measurable Annual Goal # <u>3</u> At the beginning of a new term during the school year, Henry will orally define his learning disability, describe how it impacts his education and state accommodations he needs in classes to his general education teachers, 3 out of 4-9 week periods, to 100 % of those teachers.	Proc. Code/s	Date	Prog. Code	Comments:	
	2,9				
Short Term Instructional Objectives or Benchmarks (Required for students who take alternate assessments aligned to alternate achievement standards.	Proc. Code/s	Date	Prog. Code	Comments:	
Accommodations/Modifications/Supplementary Aides and Services 1. <u>Use of a visual aide that Henry has written on his disability & accommodations needed</u> 2. _____ 3. _____ 4. _____ 5. _____				Frequency & Duration Each 9 week term _____ _____ _____	Location _____ _____ _____
Statement of the program modifications or supports for school personnel (as appropriate):				Frequency & Duration _____ _____	Location _____
Procedure Codes (Complete at IEP meeting) 1. Teacher-made tests 6. Work Samples 2. Observations 7. Portfolios 3. Weekly tests 8. Oral Tests 4. Unit tests 9. Data Response 5. Student Conferences 10. Other:	Progress Codes P= Progress being made I= Insufficient Progress to meet goal X= Not addressed this Reporting Period M=Met goal		Reporting Frequency to Parents X <input type="checkbox"/> Quarterly Reports <input type="checkbox"/> Trimester Reports <input type="checkbox"/> Other: _____ Reporting Method to Parents X <input type="checkbox"/> Conferences <input type="checkbox"/> Report Card <input type="checkbox"/> Goal Page Copy <input type="checkbox"/> Other:		

Transfer of Parental Rights At Age of Majority in South Dakota

South Dakota law provides for the transfer of educational rights at age 18 for students with disabilities who have Individualized Educational Programs (IEP's) and are not determined incompetent by the court.

The law requires the following:

- At least one year before a student turns 18, the student's IEP must include a statement that the student has been informed of the rights that will transfer to him or her upon reaching the age of 18.
- Special education notices will then be provided to the student.
- All other rights given to parents transfer to the student, including students who are in correctional institutions.
- All rights transfer to the student at age 18 EXCEPT if they have been determined incompetent under state law. (Please note that a person with a guardian may not have been declared incompetent by the *court*.)
- The school must notify both the student AND the parents of the transfer of rights.
- The student or the school district may continue to invite the parents to attend the IEP meetings as an individual with knowledge regarding the student.

The specific educational rights that transfer to the student at age 18 are the rights to:

- Receive notice of, attend, and participate in IEP meetings
- Give consent to evaluate or change their educational placement
- Review educational records
- Request mediation or due process hearing

Sample Student Bill of Rights

As a student with a disability, you have certain rights based on both federal and state laws. This document will help you understand your rights related to getting an education and other key issues. You should always speak to your teacher, school case manager, and parent first if you need further information or are having a problem with asserting any of the rights listed here. If you need additional help, check with your teacher for agencies to contact.

Students who are eligible for special education have the right to:

- A free appropriate public education through the end of the fiscal school year (June 30th) following their 21st birthday, or high school graduation with a regular high school diploma, whichever comes first.
- Have a statement of needed transition services (including courses of study) included in their IEPs at least by age 16 (or younger, if determined appropriate by the IEP team). Transition services are strategies to prepare students for successful adult life.
- Attend and participate in their IEP meetings at any age if a purpose of the meeting will be the consideration of the student's transition services.
- Be educated with students who are not disabled to the maximum extent appropriate.
- To be informed, at least one year before turning 18 that all parental rights under state law will transfer to the student when he or she turns 18.

If you need more information or have a problem asserting any of these rights, first speak to your teacher, school case manager or parent. If you need additional help, you (or your parent if you are not yet 18) have the right to ask for mediation and, if needed, an impartial due process hearing. Look at a copy of the "parental rights in special education" booklet your school should give you. Details about these procedures and the forms you will need are in this booklet. A request for mediation or for a due process hearing should be mailed to the director of the office of special education programs – Ann Larsen, 700 Governors Drive, Kneip Building, Pierre, SD 57501. The request must state the problem and the solution you want. It must also show that a copy of the request was sent to the district.

(Adapted from the New Jersey Department of Education, Office of Special Education Programs.)

Graduation of Students Receiving Special Education under IDEIA 2004

High school graduation is a change in placement for a student with disabilities. Eligibility for special education and related services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA 2004) ends when the district grants a regular high school diploma. Graduation fulfills the school district's obligation to provide a free appropriate public education.

Parents must be informed through the IEP process at least one year in advance of the intent to graduate their child upon completion of the individual educational program and to terminate services by graduation. The IEP shall state specifically how the student in need of special education will satisfy the district's graduation requirements.

Before a student receives a diploma, the IEP team must meet to review the IEP to assure:

- a. the school district's graduation requirements will be met, or
- b. the students' measurable annual goals will be substantially completed, and
- c. new measurable annual goals are not needed for the coming school year.

If the IEP team determines that the student has met the district's graduation requirements, or substantially completed the measurable annuals goals (including transition goals) and does not need new measurable annual goals, then the IEP team would not develop a new IEP and the youth would graduate. At this time, the school district needs to provide the student with a summary of his/her academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting his/her postsecondary goals.

If the IEP team determines that the student will not meet the district's graduation requirements, or substantially complete the measurable annual goals, and will need new measurable annual goals for the coming school year, then the IEP team must develop a new IEP for the next school year.

Unsigned Versus a Signed High School Diploma



If a student decides to graduate with a signed diploma, the school district will no longer be involved with any services for the student.

If a student graduates with an unsigned diploma, he or she can continue to receive services until the end of the school year following their 21st birthday. The school year ends June 30th.

Summary of Performance

Explanation, Technical Assistance, Suggested Form, & Two Examples

What:

One new transition requirement contained in IDEIA 2004 impacts special education students who are finishing their high school / secondary education. Specifically, §300.304 of IDEIA 2004 requires a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals. "**Summary of Performance (SOP)**" is the term used to describe this new requirement.

Language from IDEIA 2004:

§300.304 Evaluation procedures.

(B) (e) Evaluations before change in placement.

- (1) Except as provided in paragraph (e)(2) of this section, a public agency must evaluate a child with a disability in accordance with §§300.304 through 300.311 before determining that the child is no longer a child with a disability.
- (2) The evaluation described in paragraph (e) (1) of this section is not required before the termination of a child's eligibility under this part due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law.
- (3) For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

Analysis:

The word "summary" provides a clue to the intent of the new requirement. Special Education professionals accumulate a wealth of information regarding their students, including: life goals, preferences and interests, functional and academic strengths and needs, needed accommodations, strategies for success, etc. In the past, much of this information simply ended up in a dead file, and even when file documents were copied for future service providers, they were not always in a useful and up-to-date format for the next provider. IDEIA 2004 requires that in lieu of an exit evaluation, a summary of performance be prepared during the student's exit year. A well-written Summary of Performance may make the reader feel like they know the student.

The Summary of Performance (SOP) is discussed as part of evaluation procedures. While the SOP is very closely tied to information contained in the IEP, it should be a separate document which condenses and organizes the key information that should follow the student.

When:

The summary document (SOP) is required upon the student's graduation with a regular diploma or age-out from special education services.

However, **as a best practice**, educators could choose to prepare an SOP earlier for students who are: transferring to another school, meeting with the Disability Coordinator at a college, applying for Vocational Rehabilitation Services, or visiting an Adjustment Training Center. Since the intent of the SOP is to provide crucial information to those people who may assist the student in the future, providing that information when it is most timely makes sense. If an SOP is prepared for a student, it is recommended that an electronic copy be saved. If the student's contact information changes, or if there are substantial performance changes prior to graduation or age-out, the appropriate section(s) of the electronic copy can be updated fairly easily.

COMPONENTS OF THE SUMMARY OF PERFORMANCE FORM

1. Student Information (optional):

Contains student contact and demographic information that may be helpful to future service providers.

2. Measurable Postsecondary Goals (optional):

IDEIA 2004 requires that special education students aged 16 and above have measurable postsecondary goals (based upon age appropriate transition assessments) related to:

- Education OR Training
- Employment
and where appropriate,
- Independent living skills

Under IDEIA 2004, measurable postsecondary goals are required in three and possibly four areas. These goals, which are “the vision statements” for the student, were previously addressed under “Life Planning Outcomes” for Employment and Independent Living. To encourage the consideration of further education for students with disabilities, Congress has mandated that long-term goals in the areas of Postsecondary Training and Education be part of the transition planning process. Measurable postsecondary goals for Independent Living are now included “where appropriate.” Again, the measurable postsecondary goals are to be based on age-appropriate transition assessment.

To make the postsecondary goals more measurable, consider incorporating descriptors like those identified in the Enderle-Severson Transition Rating Scales– Appendix A, 3rd Edition when writing the student’s goals:

Employment – paid (competitive, supported, sheltered), unpaid, non-employment, etc.

Education – 4 year college or university, technical school, 2 year college, military, etc.

Training – specific vocational or career field, independent living skill training, vocational training program, apprenticeship, OJT, military, Job Corps, etc.

Independent living skills – adult living, daily living, independent living, financial, transportation, etc.

3. Summary of Performance (required):

IDEIA 2004 separates the old Present Levels of Performance concept into:

Academic Achievement – This should include reading, math, writing, and other related academic skills. What are the student’s present levels? Include: strengths, needs, necessary accommodations, modifications, assistive technology, etc. Remember that the purpose of the document is to help the next service provider to better understand how to help the student. What do you think is the most relevant information to convey?

Functional Performance – This could include present levels for general ability, problem solving skills, attention, organization, communication, social skills, behaviors, independent living skills, self-advocacy skills, career/vocational skills/experience, and any additional functional information that relates to the student’s measurable postsecondary goals.

4. Recommendations to Assist the Student in Achieving Measurable Postsecondary Goals (required):

This section is similar to the activity/service recommendation page of the Individual Education Program. What steps or activities still need to take place after the student leaves school to help the student to achieve the measurable postsecondary goals? Please include any applicable agency linkages or programs.

5. Student Input (optional): Asking the student about what supports and services have helped them to be successful in high school, and also about what services or supports will be needed in the future, may help the student to understand his/her strengths and needs.

Summary of Performance

Date _____

Part 1: Student Information (optional):

Student Name _____ Date of Birth _____ Gender _____ Race _____
Permanent Address _____
E-mail _____ Permanent Phone # _____ Cell Phone _____
Contact Person/Relationship _____ Contact's Phone Number _____
Disability _____ Manner of Exit _____ Date of Graduation/Exit _____
District/School _____ Staff Person _____ Phone # _____ Date _____

Part 2: Student's Measurable Postsecondary Goals (optional):

Employment: _____
Education: _____
Training: _____
Independent Living (where appropriate): _____

Part 3: Summary of Performance (required): (Based on assessment & tied to the student's postsecondary goals.)

A. ACADEMIC ACHIEVEMENT - For each applicable content area, include a brief Present Level of Performance (grade level, strengths, needs), and then indicate any essential accommodations, modifications, or assistive technology utilized in high school.

Reading -

Math -

Writing -

Learning Styles / Other -

B. FUNCTIONAL PERFORMANCE - For each applicable area, include a brief Present Level of Performance (strengths & needs), and other pertinent information that may help future service providers.

General Ability and Problem Solving -

Attention and Organization -

Communication -

Social Skills and Behavior -

Independent Living Skills -

Self-Advocacy Skills -

Career/Vocational -

Any Additional Functional Performance Areas -

Part 4: Recommendations to Assist the Student in Achieving Measurable Postsecondary Goals (required):

(Please include any applicable linkages to post-secondary agencies!)

Employment:

Recommendations:

Education:

Recommendations:

Training:

Recommendations:

Independent Living (where appropriate):

Recommendations:

Part 5: Student Input (optional):

- A. What supports or accommodations have helped you to succeed in school? (aids, adaptive equipment, other services)**
- B. What supports or accommodations do you feel you will need to continue for you to achieve your postsecondary goals (remember that modified content or tests are typically not offered)?**
- C. If you believe that you will need future services, supports, programs, or accommodations:**

Are you linked with the appropriate post-school supports or programs, or will you need help to get connected with the supports that you may need in the future?

I have reviewed this document with my teacher/case manager and was provided with a copy.

Student Signature _____ Date _____

Summary of Performance Example #1

Part 1: Student Information (optional):

Student Name _____ Gerald Jensen _____ Date of Birth 3/4/87 Gender _____ M _____ Race White
Permanent Address _____ 20222 Bear Butte Valley Road, Sturgis, SD 57785 _____
E-mail _____ GerJen01@stumidco.net _____ Permanent Phone # _____ 347-9999 _____ Cell Phone 555-2121
Contact Person/Relationship _____ Jens Jensen / Grandfather _____ Contact's Phone # 555-9911
Disability _____ SLD Reading and Writing _____ Manner of Exit _____ HS Diploma _____ Date of Graduation/Exit _____ 5/18/2006
District/School _____ Meade/Brown HS _____ Staff _____ Tom Transition _____ Phone # _____ 347-2686 _____ Date _____ 11/15/2005

Part 2: Student's Postsecondary Goal(s) (optional):

Employment: _____ Gerald is interested in becoming a Diesel Mechanic _____
Education: _____ Gerald plans to attend Western Dakota Technical Institute's 2 Year Diesel Program _____
Training: _____ Gerald wants to obtain a Commercial Drivers License to operate 18-wheelers _____
Independent Living (Where appropriate): _____ N/A _____

Part 3: Summary of Performance (required): (Based on prior assessment, tied to Part 2 as much as possible)

A. ACADEMIC ACHIEVEMENT - For each applicable content area, include a brief Present Level of Performance (grade level, strengths, needs), and then indicate any essential accommodations, modifications, or assistive technology utilized in high school.

Reading – Gerald's recent achievement testing showed that he is reading at approximately the 7th grade level. Gerald's comprehension is stronger than his decoding skills. Gerald's test performance in Social Studies and English coursework has improved greatly when tests are read to him and when he has more time to complete the tests. Gerald has used Books on Tape in American Lit and the Kurzweil in American History. He reads slowly, and teachers report that these technologies have helped him to improve speed and comprehension.

Math – Gerald tested at grade level on his most recent achievement battery. He has completed Algebra I and Geometry, earning low B's, without any modifications or accommodations. He tends to do best on computation problems, and he does sometimes struggle with multiple-step story problems.

Writing – Gerald's recent assessments show that he is functioning at about an 8th grade level. His spelling and content are relative strengths, while his mechanics, punctuation, & handwriting are need areas. Gerald has learned to utilize spelling and grammar correction features in Microsoft Word. He enjoys working with computers and has started using the computer for more of his written assignments.

Learning Styles/Other – Gerald seems to learn best when he hears things or is shown examples.

B. FUNCTIONAL PERFORMANCE - For each applicable area, include a brief Present Level of Performance (strengths and needs), & other pertinent information that may help future service providers.

General Ability and Problem Solving – Gerald has a full-scale IQ score in the average range. His Industrial Tech instructors report that he seems to have a “knack” for troubleshooting and fixing things.

Attention and Organization – Gerald has become better at using an assignment notebook. He always turns his work in on time.

Communication – Gerald has started asking for clarification of written instructions. He easily converses with instructors and peers. He listens well in class, and retains what he hears.

Social Skills and Behavior – Gerald is well-liked by school staff and peers. He is generally polite and was captain of the Rodeo team.

Independent Living Skills – Gerald drives, prepares his own meals; manages a checking account, payments on his truck, and insurance.

Self-Advocacy Skills – Gerald struggles to admit that he has a Reading and Writing learning disabilities. Last spring, his welding instructor thought that Gerald was being insubordinate, when the real issue was that Gerald misunderstood some written instructions.

Career/Vocational – Gerald has held various part-time jobs since he was 14. He completed an unpaid internship at the City’s Mechanical shop last spring and worked full-time at an Oil Change shop this summer.

Any Additional Concerns – Gerald had perfect attendance last semester. He did not qualify for Vocational Rehabilitation.

Part 4: Recommendations to Assist the Student in Meeting Postsecondary Goals (required):

Employment:

1. Gerald should qualify for some financial aid, but the school counselor says he may have to work part-time while attending technical school to make ends meet.
2. Another “mechanic-related” job, while Gerald studies Diesel Mechanics, may be beneficial. Gerald should be careful not to work too many hours while attending technical school.
3. Gerald should talk with the Diesel Instructor at Western Dakota about part-time job leads for students.

Education:

1. Gerald should meet with the Disability Coordinator at Western Dakota Technical Institute as soon as possible to request accommodations, assistive technology, and possibly tutoring. Books on Tape, Kurzweil, and extra time have been critical to Gerald’s academic success.
2. Gerald should do fine in the “Mechanics” coursework, but he may struggle with some of the core courses. The Psychology and English Composition courses will likely be very challenging. Gerald may want to look into taking some of his core courses during the summer to reduce his course load during the year.
3. Gerald should plan to maintain regular contact, possibly weekly, with the Disability Coordinator and improve his self-advocacy skills on a continuing basis.

Training:

Gerald should continue studying for the CDL written exam and confirm with his uncle that he can use one of his semi trucks for the driving portion of the exam. He may want to take the 5-day CDL prep course this summer.

Independent Living: N/A

Part 5: Student Input (optional):

A. What supports or accommodations have helped you to succeed in school? (aids, adaptive equipment, other services)

Extra time helps. It seems like I am always the last person to finish assignments. Sometimes I get frustrated with tests when I don't understand the questions. Oral tests, Kurzweil program, and Naturally Speaking have all seemed to help. Having tests read to me has made the difference between failing and passing some of my classes. This lets me show what I know instead of showing that I don't read test questions very well – I already know that!

B. What supports or accommodations do you feel you will need to continue for you to achieve your postsecondary goals?

Extra time on writing assignments and having tests read to me are the main ones.

C. If you believe that you will need services, supports, programs, and/or accommodations:

Are you linked with the appropriate post-school supports or program?

Not yet. I have my testing that show I have learning disabilities, but I haven't turned it in to WDTI yet.

Will you need help to obtain any needed post-school services, supports, program, and/or accommodation?

Yes, my teacher said that I need to find out who can help me at the Technical Institute.

Summary of Performance Example #2

Part 1: Student Information (optional):

Student Name Angela Zimmerman Date of Birth 3/4/85 Gender F Race White
Permanent Address 121 West Main, Westfield, SD 57777
E-mail AtoZ2000@Yahoo.com Permanent Phone Number 605-555-2323 Cell Phone 605-555-2424
Name/Relationship of Contact Person Rex Anderson/Uncle Contact's Phone # 605-444-2222
Disability Mental Retardation Manner of Exit Age Out Date of Graduation/Exit 6/30/2006
District/School Westfield HS Staff Person Casey Manager Phone # 605-555-2525 Date 5/15/200

Part 2: Student's Measurable Postsecondary Goals (optional):

Employment: Angela wants to work part-time as a residential assistant or as a sacker/stocker at a grocery store
Education: N/A - Angela does not plan to attend a college or technical school
Training: Angela hopes to use On The Job Training to learn more work skills
Independent Living: After living with her parents for two more years, Angela plans to live in an apartment in Westfield with a roommate, probably with some supports

Part 3: Summary of Performance (required): (Based on previous assessment and tied to student's postsecondary goals.)

A. ACADEMIC ACHIEVEMENT - For each applicable content area, include a brief Present Level of Performance (grade level, strengths, needs), and then indicate any essential accommodations, modifications, or assistive technology utilized in high school.

Reading – Angela comprehends well below grade level. Decoding and safety sight words are strengths, but Angela struggles with retaining information from passages of 5 sentences or more. She enjoys researching different breeds of cats and dogs on the Internet.

Math – Angela can add, subtract, multiply, and divide decimal/currency figures using a calculator. Story problems, checkbook balancing, and budgeting have been taught for several years, but continue to be areas of emergent skills.

Writing – Angela enjoys using her computer to write letters and e-mail messages to friends and acquaintances. Filling out forms, including job applications, is a challenge.

Learning Styles/Other – Angela benefits from repeated instructions and demonstrations. She benefits from oral testing.

B. FUNCTIONAL PERFORMANCE - For each applicable area, include a brief Present Level of Performance (strengths & needs), and other pertinent information that may help future service providers.

General Ability and Problem Solving – A 2005 psych evaluation showed a full-scale ability score of 68. New situations are challenging.

Attention and Organization – Angela effectively uses her day planner and accurately tells time to keep track of assignments and medical appointments. Angela has greatly reduced her distractibility and off-task time at her work experience sites.

Communication – A relative strength with supervisors, co-workers, and customers, but Angela sometimes interrupts people.

Social Skills and Behavior – Angela gets along well with adults, but sometimes is immature with her peers, especially males.

Independent Living Skills – Angela receives SSI. She lives in the basement of her parents' home and does her laundry and cleaning independently. Her mom helps Angela with shopping, cooking, waking up in the morning, and budgeting. Angela completed driver education, but she is afraid to drive on busy roads. She has a dual signature checking account. Angela eats healthy meals.

Self-Advocacy Skills – Angela explains her strengths and accommodation needs, and usually does this in a positive and assertive manner.

Career/Vocational – Angela has participated in several volunteer, program-paid, and employer-paid work experiences. She enjoyed working at the nursing home, the daycare kitchen, and Wal-Mart. She disliked working with the school custodian (she dislikes cleaning) and the animal shelter. Angela has required some limited job coaching and follow-along services to be successful. Angela currently works about 12 hours per week at the nursing home, on their payroll. Her duties include helping with set-up, serving, and clean-up for evening meals. Her employment teacher checks with employer weekly to monitor progress and to deal with any issues.

Additional Functional Performance Areas – Angela is very dependable & takes pride in her work. She accepts constructive criticism. Angela exercises regularly at the YMCA and is in good physical condition.

Part 4: Recommendations to Assist the Student in Achieving Measurable Postsecondary Goals (required):

Employment:

Recommendations:

1. Stay in touch with VR Counselor to obtain help with new or additional employment
2. Meet with supervisor at nursing home to discuss how to get more hours
3. Meet with Benefit Specialist to plan for impact of earnings on SSI benefits

Education:

Recommendations:

1. N/A

Training:

Recommendations:

1. Consider completing Certified Resident Assistant training at nursing home
2. Complete Customer Service course offered through Community Education program
3. Complete a situational assessment funded by Voc Rehab at Safeway

Independent Living (where appropriate):

Recommendations:

1. Meet with PLANS representative from the Division of Developmental Disabilities
2. Visit Sioux Vocational Services and sign up for their waiting list for housing
3. Attend Prairie Freedom Center's monthly support group for recent high school graduates
4. Continue to improve budgeting skills and pay bills with parental assistance
5. Work on driving skills several times per week to improve skills and confidence

Part 5: Student Input (optional):

A. What supports or accommodations have helped you to succeed in school? (aids, adaptive equipment, other services)

I sometimes need help understanding tests and forms.

B. What supports or accommodations do you feel you will need to continue for you to achieve your postsecondary goals?

Help to get a better job and to keep track of my money.

C. If you believe that you will need services, supports, programs, and/or accommodations:

Are you linked with the appropriate post-school supports or program?

Voc Rehab, SSI, Job Coach from Career Choices.

Will you need help to obtain any needed post-school services, supports, program, and/or accommodation?

If I do, my mom can help.

Does the Transition IEP Pass?

Use this checklist to see whether or not the transition IEP meets the requirements of IDEA (the federal law covering education for students with disabilities).

- ? Did the student take part in developing the Transition IEP? If not, did the team take other steps to make sure the student's needs, along with his/her **strengths**, preferences and interests were considered in the plan?
- ? Are the annual goals and objectives in the IEP based on the student's needs?
- ? Were staff members of agencies which might be providing or paying for transition services invited to the IEP meeting? If the invited agencies did not send any staff members, did the team take other steps to make sure these agencies took part?

- ? Does the Transition IEP include the student's measurable post-secondary goals in:



- o Employment
- o Education OR Training
- o Independent living, where appropriate



- ? Does the course of study relate to and help the student to progress towards and achieve his/her desired measurable postsecondary goals?

- ? Are the annual goals, objectives, and transition services designed to help the student reach the measurable post-secondary goals?

- ? Did the team include in the IEP:
 - o instruction
 - o related services
 - o community experiences
 - o the creation of employment
 - o other post-school, adult living objectives



When appropriate -

- o acquiring daily living skills
- o functional vocational evaluation

- ? Was a vocational (career-related) assessment begun at age 16? Is it reviewed once a year and does it provide information to the team for planning transition goals?
- ? Was the need for assistive technology in transition considered?
- ? For students turning 17, did the team talk about the transfer of rights to the student?
- ? Was Graduation or Completion of an Approved Program addressed at least one year prior to the student's anticipated graduation date?

- ? If the student is exiting out of special education services (graduation or aging out), were the student and parents provided with a "Summary of Performance"?



What grade would you give your Transition IEP?