



# **BUREAU OF INDIAN EDUCATION**

*Doing What's Best for Students!*



SPP/APR Part B Indicator 13—Secondary Transition

## **Guidance and Compliance Recommendations for BIE-Funded High Schools with Academic Programs (Bureau Operated Schools and Tribally Controlled Schools)**

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Division of Performance and Accountability  
Special Education  
Bureau of Indian Education

*Please be advised that meeting federal requirements ensures compliance. Bureau Operated Schools and Tribally Controlled Schools may set their standards higher. Consult with your Special Education Coordinator/Lead for clarification about your specific school requirements.*

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*This guidance manual was developed by Eugene Thompson, Ed. D. with the Bureau of Indian Education, Division of Performance and Accountability in collaboration with Dawn A. Rowe, Ph.D. from the National Technical Assistance Center on Transition.*

## What is SPP/APR Part B Indicator 13?

The Individuals with Disabilities Education Act (IDEA) was reauthorized on December 3, 2004, and its provisions became effective on July 1, 2005. In conjunction with the reauthorization, the U. S. Department of Education, through the Office of Special Education Programs, required states to develop six-year State Performance Plans in December, 2005 around 17 indicators, about which data will be submitted annually in Annual Performance Reports.

SPP/APR Part B Indicator 13 relates to the secondary transition components of IEPs for students with disabilities.

### Current Measurement Language for Indicator 13

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B)).

**BIE Data Source:** Data is obtained from IEPs entered into the NASIS Special Education Module.

**Measurement:** Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

### Who is the intended audience for the Compliance Recommendations?

The Compliance Recommendations are designed to be used primarily by members of the school's IEP team when developing IEPs for transition aged students. IEP team members should include the student, parents, transition specialist, special education teacher, career technical education (CTE) teacher, general education teacher, school administrator, and case managers from community service agencies (e.g., State or tribal Vocational Rehabilitation).

In accordance with IDEA (2006), schools are required to:

- Starting at age 16 or earlier if needed, help student identify post-secondary goals in the area of education, employment and training, and independent living as needed.

- Help identify who else may be able to help student develop and achieve post-secondary goals.
- Assist the student in applying for needed services.
- Review annual progress with the student and other stakeholders.
- Create a summary of performance to help describe a student's present and future educational and functional needs prior to exiting high school.

For students to successfully transition into post-school activities, collaborative efforts are required among all stakeholders (e.g., students with disabilities, families, school personnel, employers, and community service providers), so schools should make every effort to include all the recommended stakeholders above in addition to others who may be identified throughout the transition planning process.

### **How are the Compliance Recommendations organized?**

The Compliance Recommendations follow the National Technical Assistance Center on Transition's (NTACT), formally known as National Secondary Transition Technical Assistance Center (NSTTAC), SPP/APR Part B Indicator 13 Checklist which is available on their website: <http://transitionta.org/dataanalysis>.

The Recommendations are organized so that they can readily be printed/copied front to back. The front section for questions 1, 3, 4, 5, 6, and 8 lists bulleted Key Points that highlight guidance for practitioners that will assure compliance and facilitate writing appropriate secondary transition plans for students with disabilities that will increase the opportunities for positive postsecondary outcomes. The examples model compliance and lead to best practice. Questions 2 and 7 simply define compliance requirements. Each question is followed by the IDEA Federal Regulations (IDEA, 2004; (20 U.S.C. 1416(a)(3)(B))).

### **NSTTAC Checklist (see Appendix A)**

1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?
2. Is (are) the postsecondary goal(s) updated annually?
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?
6. Is (are) there annual IEP goal(s) related to the student's transition service needs?
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?

**What are state and federal requirements for transition plans in the IEP?**

Beginning not later than the first IEP to be in effect when the student turns 16 (such as in an IEP meeting conducted when the student is 15 years old), or younger if determined appropriate by the IEP team, and updated annually thereafter the IEP must include: appropriate measurable postsecondary goals, including academic and functional goals, based upon age-appropriate transition assessments related to training or education employment, and, where appropriate, independent living skills; and the transition services, including courses of study, needed to assist the student in reaching the student's post-secondary goals (IDEA §300.320(b)). SPP/APR Part B Indicator 13 requirements address compliance for IEPs developed for students who will be 16 during the course of the IEP.

## SPP/APR PART B INDICATOR 13 CHECKLIST QUESTION 1

Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living? (IDEA §300.320(b))

**An IEP that is compliant will include on page 1-2 on the BIE Individualized Education Program:**

- Measurable postsecondary goals for education/training and employment that indicate what the student will do after leaving high school (see image below).
- Documentation that postsecondary goals for independent living were considered and developed if needed.

<b>SECONDARY TRANSITION SERVICES (§300.320)</b>
For ALL students beginning with the IEP to be in effect when the child is 16 and updated annually thereafter.
<b>Student's Desired Post-School Activities:</b> Describe the student's strengths, preferences and interests in the areas of postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, adult living, or community participation.
<b>Results of age-appropriate transition assessments:</b> Results are attached.
<b>Postsecondary Goals:</b> Measurable postsecondary goals are based on age-appropriate transition assessments related to training, education, employment, and where appropriate, adult living skills. Clearly specify the desired level of achievement. <b>Training:</b>  <b>Education:</b>  <b>Employment:</b>  <b>Adult Living Skills - if appropriate:</b>

### KEY POINTS:

Postsecondary Goals (PSG) are required in the areas of education/training and employment. The decision as to whether or not to include a PSG in the area of independent living skills rests with the IEP Team and should be based on transition assessment data. If no goal is needed for independent living skills, nothing needs to be written in this area, although an N/A is always preferable to leaving something blank.

- Schools and IEP teams are not responsible for ensuring that students achieve the PSGs; however, they are responsible for providing transition services and special education/related services that are designed to facilitate the student's movement toward achieving the PSGs.

- PSGs must be appropriate. Based on transition assessment data collected about the skills students currently have achieved and skills needed to acquire for a particular outcome area, does it seem reasonable for the student to achieve the goal?
- PSGs must be measurable, meaning that it can be counted as occurring or not occurring. Therefore, it is preferable to use actions words such as “will” when describing the PSG. “Wants”, “wishes”, “hopes to,” and other similar words are not measurable and do not meet compliance requirements.
- The PSG must focus on what the student will do after exiting the high school. A Transition Program or a school post-high program for 18-21-year-old students is part of the public education continuum and still provides a free, appropriate public education (FAPE) to students with disabilities. For those students, the PSG must address what will occur after the student completes that program.
- The PSG must be an actual outcome and not an activity or process. “Seeks”, “pursues”, “continues”, “learns”, and “applies” are words that describe processes, not outcomes. An activity such as “applying” to a college or “seeking” employment is therefore not considered a measurable postsecondary outcome and does not meet compliance requirements. Instead, use words that indicate action such as “attend” college or “obtain” employment to describe outcomes.
- Best practice is to use active rather than passive voice (e.g., “The student will participate in on-the-job training,” rather than, “Will receive on-the-job-training.” ) PSGs may be written using third person (e.g. “Student will . . .” or “Name will . . .”, or first person, e.g. ‘I will . . .’)
- The use of one word such as “military”, “nurse”, “work”, or “college”, is not a measurable PSG. The outcome must be stated as an end result: “The student will enlist in the Army.”
- The PSG should be based on findings from secondary transition assessment data collected and succinctly state what the student will do.
- PSGs in education/training, employment, and if appropriate, independent living, must have corresponding transition services and annual measurable IEP goals.
- PSGs for education/training and employment must be included regardless of the student’s skill level or type and severity of disability. A statement such as “Mike is unable to be employed due to the nature and severity of his disability” does not meet compliance requirements.

**Recommendations to ensure a complaint IEP:**

- Write postsecondary goals, addressing key points, to ensure that goals are measurable, based on transition assessment(s), and occur after the student has left the high school.
- If needed, a correction may be documented through an IEP addendum.

**Examples of Measurable Postsecondary Goals**

<b>PSG: EDUCATION/TRAINING</b>
After graduation, Henry will attend Haskell Indian Nations University in Lawrence, KS to become a Vet Tech.
After high school, Jackie will participate in on the job training at The Northwest Animal Clinic.
Following exit from the district’s 18-21 year old program, Maria will complete vocational training at the Southwest Applied Technology College.
Following high school, Troy will attend a four year college majoring in business management.
Tonya will participate in an in-home or center-based program designed to provide vocational training with medical and therapeutic supports after high school.
Damian will attend a community based employment program after he ages out of high school.
<b>PSG: EMPLOYMENT</b>
After high school, Carl will work as a manager of a McDonalds fast food restaurant.
Max will participate in technologically-supported volunteer work at his church, after he graduates high school.
Following graduation, Ashley will volunteer in the community with support from the local tribal community center board.
While attending a two-year college, Ben will work part-time at PetSmart. After graduating from a two-year college with his associate’s degree, Ben will work fulltime as a vet tech.
Following high school, Paul will work at the local hospital, using job coaching and other supports.
<b>PSG: INDEPENDENT LIVING SKILLS</b>
After graduation, Bill will live at home and participate to the maximum extent possible in his daily routines (e.g. feeding, dressing, bathing, etc.) through the use of technology.
After completion of the 18-21 year old program, Jackie will prepare for each day by dressing and feeding herself with assistance.
After exiting high school, Barry will live independently in his own home, direct his own supports, schedule medical and work appointments, pay his own bills, acquire various types of insurance, and access services in his community.
Following Devon’s aging out of high school; he will live semi independently with a roommate in an assisted living environment and utilize public transportation to access his community.
Upon graduation from high school, Tad will live in college housing with an assigned roommate.

## SPP/APR PART B INDICATOR 13 CHECKLIST QUESTION 2

Is (are) the postsecondary goal(s) updated annually? (IDEA §300.320(b))

### Key points:

- PSGs and transition services are required in IEPs for students aged 16 and above.
- IEPs, including transition components, must be reviewed, and revised as needed, at least annually.
- Parents must be notified when a purpose of the IEP meeting includes the consideration of the student's postsecondary goals and transition services.

### An IEP that is compliant will include:

- Postsecondary goals for education/training, employment, and as needed, independent living skills that have been updated based upon age-appropriate transition assessment data. *Note:*
  - If PSGs are included in the IEP for the first time because the student just turned 16, this section will be reviewed as having met compliance criteria for annual review, even though the previous IEP does not include PSGs.
  - If all three PSGs are reviewed and have been updated based on transition assessment data (which could include N/A for the independent living skills PSG), this section will be reviewed as having met compliance criteria.
  - If any of the PSGs are reviewed and they appear the same as the previous year with no indication of updated assessment data to make the determination, then this section will be reviewed as not meeting compliance criteria.
  - If either the education/training or employment PSGs is reviewed as noncompliant, this section will be reviewed as noncompliant.

### Recommendations to ensure a compliant IEP:

- Conduct transition assessments each year to assist in decision making.
- Revise employment and education/training, and as needed independent living skills based on the new transition assessment data.

- Ensure that PSGs follow examples listed above.
- If needed, a correction may be documented through an IEP addendum.
- Meet IEP timelines as required by IDEA and State rules.
  - Each school must ensure that the IEP team: (1) reviews the student's IEP periodically, but not less than annually, to determine whether the postsecondary goals are still appropriate, (2) reviews the student's IEP periodically, but not less than annually, to determine whether the annual goals for the student are being achieved; and (3) revises the IEP, as appropriate, to address any lack of expected progress toward the annual goals in the IEP and in the general education curriculum, if appropriate; the results of any reevaluation; information about the student provided to, or by, the parents; the student's anticipated need; or other matters.

**SPP/APR PART B INDICATOR 13 CHECKLIST QUESTION 3**

**Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment? (IDEA §300.320(b))**

IEP OVERVIEW			
Meeting Date:	Start Date:	End Date:	Eligibility Date:
Special Ed Status:		Special Ed Setting:	
Primary Disability:		Next Evaluation Date:	

STUDENT INFORMATION			
Student Name:	DOB:	Age:	Student Number:
Address:			
School of Attendance:	Grade:	Gender:	Race (Ethnicity Code):
Primary Language:			

GUARDIAN INFORMATION			
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PRESENT LEVELS of ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLAAFP) (§300.320)
Academic and functional goals designed to meet the child's needs that result from the child's disability, to enable the child to be involved in and make progress in the general education curriculum.
Areas affected by PLAAFP:
<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Speech <input type="checkbox"/> OT <input type="checkbox"/> PT <input type="checkbox"/> Behavior <input type="checkbox"/> Social/Emotional <input type="checkbox"/> NIMAS Eligible      Other:
<b>Describe in plain terms</b> the student's strengths, parental concerns, levels of academic achievement, functional performance and how the student's disability affects his/her involvement and progress in the general education curriculum:

SECONDARY TRANSITION SERVICES (§300.320)
For ALL students beginning with the IEP to be in effect when the child is 16 and updated annually thereafter.
<b>Student's Desired Post-School Activities:</b> Describe the student's strengths, preferences and interests in the areas of postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, adult living, or community participation.
<b>Results of age-appropriate transition assessments:</b> Results are attached.
<b>Postsecondary Goals:</b> Measurable postsecondary goals are based on age-appropriate transition assessments related to training, education, employment, and where appropriate, adult living skills. Clearly specify the desired level of achievement.
<b>Training:</b>
<b>Education:</b>

The Division on Career Development and Transition (DCDT) a division of the Council for Exceptional Children defines transition assessment as an ongoing process of collecting data on a student's preferences, interests, and needs as they relate to the demand of current and future work, education, and/or community living environments. Assessment data form the basis for

defining goals and services to be included in the Individualized Education Plan (Neubert & Leconte, 2013).

A thorough transition assessment will include evaluating and/or reporting the student's:

- Interests
- Preferences
- Cognitive development and academic achievement performance
- Adaptive behavior
- Interpersonal relationship skills
- Emotional development and mental health
- Employability and community skills
- Community participation

“Age-appropriate” means a student’s chronological age, rather than developmental age.

**KEY POINTS:**

- Transition assessment leads to the development of measurable postsecondary goals, courses of study, transition services, annual goals, agency linkages, and the Summary of Performance (SOP; see Appendix E). It is the foundation of the entire IEP.
- Each year PSGs should be based on current transition assessment results.
- The student’s strengths, interests, and preferences must be considered. For some students, this information may be obtained through situational assessment and/or observation. It is not sufficient to interview only the parent(s).
- As with all assessment, transition assessment documentation should include the name of the assessment(s), the date of the administration, who administered it, and a summary of the assessment results.
- Transition assessment could include aptitude, academic achievement, behavior, skills, and personality evaluations, as well as interest and preference inventories. Transition

assessment can also include: (a) a review of existing assessments, including state or school wide assessment and documented classroom progress data; and (b) assessment completed by related service providers. These assessments may provide information about student strengths, preferences, and needs and may lead to the identification of needed transition services.

- Transition assessment must be comprehensive and more than a single “snapshot.” As with any assessment, the selection of transition assessments administered should be based on the following questions:
  - What do we know about the student?
  - What do we need to know about the student?
  - Where can we get the information?
  - Who should be administering the assessment, gathering the documentation, or collecting data?
  - How should the information be organized?
  - How will we use the information?
  - When do we begin and what do we do?
- Transition assessment data can be gathered through a combination of methods, including computer or web-based assessments; paper and pencil tests; structured student and family interviews; observational school, community or work-based assessments (situational or environmental); and curriculum-based assessments. They can be formal or informal and may be administered by special and general educators, parents, employers, or student self-assessments (see Age Appropriate Transition Assessment Toolkit, <http://transitionta.org/sites/default/files/TransitionAssessmentToolkit.pdf>).
- The IEP team may access additional assessment information and resources through the Counseling Office or Career Center in your school, the local Department of Workforce Services (DWS) office of State/Tribal Vocational Rehabilitation (VR). With parent or adult student permission and assistance, the IEP team may be able to access information about the student’s participation in outside activities such as 4-H, Scouts, church, or volunteer activities.

*NOTE:* When the assessment is specific and individualized to a student and impacts a student’s eligibility for special education and related services or changes those services, it is an evaluation under IDEA and requires parental consent.

Assessment should be the foundational data used to develop the postsecondary goals, transition services, course of study, and annual goals. An analysis of transition assessment data will assist the IEP team in identifying potential gaps between a student's current skill level and the skill/knowledge required to attain the PSGs. A process should be evident (e.g. data obtained over time and not just from one "snapshot" or one comprehensive assessment is conducted). Results of the transition assessment process should be used to develop the Present Levels of Academic and Functional Performance (PLAAFP) statements in the IEP.

**An IEP that is compliant will include:**

- Current assessment that provides information about the student's strengths, needs, preferences, and interests regarding postsecondary goals. Although it is acceptable for the IEP to describe future transition assessments, there must be evidence that transition assessment was completed and considered prior to development of the current IEP.
- At least one specific current transition assessment listed for each post-secondary goal area. Best practice is to have multiple transition assessments administered over time and/or a review of existing assessments (e.g., adaptive behavior scales scores, the Measures of Academic Progress (MAPs) Tests from NWEA, Response to Intervention progress monitoring) and how student skills/challenges identified through those assessments may impact selection and achievement of post-secondary goals.
- Documentation that the results of transition assessment are used in the development of the transition IEP—postsecondary goals, transition services, course of study, and annual goals and should be reflected in the present levels of academic and functional performance.
- Documentation that the student's strengths, interests, and preferences were considered.
- Documentation of attempts to gather information from parents about students' strengths, interests, preferences, and needs via interview, survey, or other type of assessment.
- Information summarized from data gathered via situational, task, or environmental assessment for students with more significant support needs.
- Documentation that transition assessment data came from age-appropriate sources.

**Recommendations to ensure a compliant IEP:**

- Document current age-appropriate transition assessments by including the assessment in the IEP file, attaching the assessment results to the IEP, and summarizing the assessment results in the IEP (may be included in the PLAAFP statement).

- If necessary, corrections may be documented through an IEP addendum.

#### Example PLAAFP Statements Including Transition Assessment Data

<b>Included as part of PLAAFP Statements</b>
<p>Results of the Independent Living Skills Postsecondary Goal Worksheet and informal interview, conducted 11/02/15 by case manager, indicated Chris would like to work as a chef. During the informal interview, Chris discussed how he has helped on jobs involving cooking with his uncle, has his driving permit, and has passed the Foods Service/Culinary Arts class with a B (with instructional and testing accommodations). Chris met with the school guidance counselor on 12/7/15 to review the community college application process. According to Chris's parents, he regularly does chores at home. A review of MAPs benchmark assessment data on 11/5/15 (reading comprehension at the 6.5 grade level, writing skills at the 6.9 grade level) indicates that Chris will require additional supports to be successful in college. To explore his post-school options, Chris indicated during the interview that he would like to explore additional paths to pursue his interests to be a Chef.</p>
<p>Brittany completed several informal functional reading and math assessments during the OJE (On the Job Education/Experience) classes in fall 2015 to evaluate her skills in the areas of employment and daily living. Results indicated that she can prepare her own microwave meals, perform basic hygiene tasks independently, write checks with verbal prompts, and determine change when purchasing items totaling less than \$5.00. Assessments also indicated Brittany needs to further develop skills in budgeting, understanding job application forms, and planning for long term activities. The SIB-R assessment resulted in a Broad Independence age of 8.6 years, Personal Living Skills at 9.4 years, and Community Living Skills at 6.10 years indicating she could potentially live independently or semi-independently after high school. Her OJE tryouts have helped her to discover a passion for animals and possible career as a vet tech; currently, her academic skill level (reading comprehension at 3.0 grade level, math calculation at 4.7 grade level) does not align with the requirements of a vet tech. Brittany will need to improve her reading and math levels to achieve a high school diploma to become a vet tech.</p>
<b>Results of Age-Appropriate Transition Assessments included under Secondary Transition Services</b>
<p>Michael completed the Transition Planning Inventory on 2/9/16 to assess his entry level work skills and behaviors and the Ansell-Casey Life Skills assessments (Dan Dunn, 2/1/16) to evaluate independent living skills. Michael's Vocational Trainer completed daily evaluations at community worksites and a Comprehensive Work Experience and Study Student Training Evaluation in Fall semester 2015 (Transition Planning Inventory, Case Manager, updated 9/15), which assessed his progress within their volunteer program. To evaluate his community and independent living skills, the job coach completed situational assessments for all community activities and administered the Brigance Transition Skills Inventory (Transition Class Teacher, 1/16/16). School staff completed progress reports at the completion of each class in which Michael was enrolled. The assessment process also included a review of records (Vineland Adaptive Behavior Scale-II, WISC-III, and state and school tests), parent and student interview (Informal inventory, Joe Smith, 12/10/15). The results of all assessments, reports, and interviews were used to determine Michael's transition progress and remaining needs. Assessment results indicated that Michael is able to: (a) access the community independently, (b) perform well on job sites with close supervision, and (c) has appropriate social and communication skills. However, academically, Michael is performing below grade level.</p>
<p>Results of the Brigance Transition Skills Inventory indicated that Erin has adequate and age</p>

appropriate independent living, career awareness, employment-related, and community skills. According to results of a structured interview, Erin expressed interest in a job where she can work with her hands and with tools. She indicated that she likes working by herself and building things. Cars are her primary interest. She will attend training at the local Tribal Community College for Auto Tech or enroll in Job Corps. Curriculum-based measures conducted in academic classes, indicated that writing is an area of need, but her other academic skills (e.g., Math, Reading) are at grade level. She identified that she would like to live by herself in an apartment or dormitory. She reports no interpersonal problems on these assessments. She is taking a Driver Education class in school in preparation for earning her driver license.

**SPP/APR PART B INDICATOR 13 CHECKLIST QUESTION 4**

**Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s?) (IDEA §300.320(b))**

<b>STATEMENT OF NEEDED TRANSITION SERVICE(S) (#300.320)</b>							
<b>COURSE OF STUDY</b>							
Course of Study: List the student's projected class schedule for the remainder of the student's school career. Describe how these classes will assist the student in accomplishing postsecondary goals. (This may also include extracurricular activities.)							

The IDEA transition services of Instruction, Related Services, Community Experiences, Employment and Other Post-School Adult Living Objectives, and if appropriate, acquisition of Daily Living Skills and Provision of a Functional Vocational Evaluation may be embedded within the special education and related services section of the BIE IEP form.

<b>EDUCATION SERVICES (#300.320)</b>							
(Education Services based on Peer-reviewed research to the extent practicable (CFR 300.320 (4)).)							
Service	Provider	Minutes per session	Frequency	Start Date	End Date	Setting	Total Minutes
<b>RELATED SERVICES (#300.34)</b>							
(Education Services based on Peer-reviewed research to the extent practicable (CFR 300.320 (4)).)							
Service	Provider	Minutes per session	Frequency	Start Date	End Date	Setting	Total Minutes

**KEY POINTS:**

- Transition services are a “coordinated set of activities” that support the attainment of the identified measurable postsecondary goal(s). They are the activities, strategies, steps, and actions that the community of adults, including special/general education teachers, counselors, school club advisors, outside agencies, parents, community members provide to help the student achieve his/her postsecondary goals.
- A type of instruction, related service, community experience, development of employment and other post school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional evaluation must be listed on the IEP in association with meeting the post-secondary goal.
- If an agency representative agrees to provide transition services, the services and how they will be provided must be documented in the IEP (IDEA §300.324). It would be appropriate to include this information in the IEP section titled “Supplementary Aids and Services” or “Program Accommodations/Modifications.”

- Related services include physical and occupational therapy, psychological services, transportation and must be linked to the PSGs. Continued need for these services and supports must be considered when discussing transition services and, if needed, should be part of the student’s transition component of the IEP. If the student will continue to need these services and supports after leaving the school system, a representative of any agency that might be providing or paying for the services must be invited to the IEP meeting with the consent of the parent or adult student (see Question 8).
- Transition services must be individualized for each student based on the unique needs for this student with disabilities and must support the attainment of the students PSGs.
- A school may provide the active facilitation of linkages and referral to an adult agency; however, it may not commit another agency to providing services without the involvement and approval of that agency.

**An IEP that is compliant will include:**

- Documentation that the transition services are a “coordinated set of activities” leading toward the measurable postsecondary goals.
- Evidence may be found in Program Accommodations/ Modifications, Course of Study, or Supplementary Aids/Services. Examples include:
  - Accommodations (e.g. use of a personal organizer or other assistive technology) to help a student follow a routine or communicate with others, leading to improved employment outcomes for the student.
  - Career Technical Education Health Science classes listed in the course of study for a student who intends to enroll in a nursing program.
  - Speech/language services to improve communication skills for a student with an identified speech/language deficit who identified retail sales as a PSG for employment.
  - Job shadowing at local barbershop for student who wants to become a barber.
  - Tour of local Tribal College and Disability Support office for student who wants to go to college after high school.
- Transition services that are individualized for the specific student.

**Recommendations to ensure a compliant IEP:**

- Documentation that all transition services were considered.

- All transition services provided to a student must support attainment of postsecondary goals.
- For transition services that are likely to be provided or paid for by other agencies with parent (or child once the age of majority is reached) consent, there must be evidence that representatives of the agency(ies) were invited to the IEP meeting.
- Transition services in the IEP must focus on improving the academic and functional achievement of a student to facilitate his or her movement from school to post school.
- If needed, corrections may be documented through an IEP addendum.

### Key Definitions

- **Coordinated:** These activities have a purpose and a goal. They are selected with a plan in mind to accomplish a specific goal.
- **Results oriented process:** We are focused on the “outcomes” of the students instead of the “process.” The central question is what has the student learned?
- **Academic and functional achievement:** Link to standard course of study that is functionally meaningful as students set and attain goals.
- **School to post-school:** From secondary school (high school) to adult life experiences.
- **Individual’s needs, strengths, preferences, and interests:** Student’s input is critical to the transition process. The goals in the plan should reflect the goals of the student. For students with significant disabilities, the use of Picture Symbols (PicSyms) or other functional communication systems may be needed to facilitate planning and decision making during the transition process.
- **Education/Instruction** includes specially designed instruction provided by general and special educators or related service providers that are typically not a part of the academic instruction in general classes. Instruction may also occur in other settings, including work and other community settings.

*Note: Related service providers may include such agencies as State/Tribal Vocational Rehabilitation, Disability Resource Centers, or counseling services.*

- **Community Experiences** includes accessing community services/activities (e.g., transportation, local library, recreation center, church, bank, stores, volunteer opportunities, job shadows). This could also include job shadowing, internships, college or other industry tours.

- **Employment and Other Post living Objectives** includes activities/strategies that focus on the development of skills such as (a) work-related behaviors, (b) job seeking and keeping skills, (c) career exploration, (d) skill training, (e) financial planning, and (f) health care. Services could be provided by the school or related service personnel in the form of classes which address career, job exploration, life skills, or through community vocational training experiences.

*Note: Related service providers may include such agencies as: State/Tribal Vocational Rehabilitation; Disability Resource Centers; or counseling services.*

- **Daily Living Skills** includes activities required to function independently in the home/community (e.g., managing a budget, renting a home or apartment, completing tax forms, registering to vote, accessing medical services, getting a driver's license).
- **Functional Vocational Evaluation** is formalized employment assessment typically completed by an outside employment agency such as state or tribal vocational rehabilitation.

## SPP/APR PART B INDICATOR 13 CHECKLIST QUESTION 5

**Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)? (IDEA §300.320(b))**

COURSE OF STUDY
<b>Course of Study:</b> List the student's projected class schedule for the remainder of the student's school career. Describe how these classes will assist the student in accomplishing postsecondary goals. (This may also include extracurricular activities.)

### KEY POINTS:

- A course of study must include a multi-year description of coursework and other school experiences from the student's current IEP to the anticipated exit year, that takes into account the student's preferences and interests, and links to the postsecondary goals and includes progress toward completion including a list of classes that the student has completed and credits earned to date.
- The course of study describes the classes (e.g., Math, English, Science) and other school activities (e.g., job shadowing, work experience, participation in school clubs or activities, driver's education, or career counseling) needed by this particular student to align with the identified postsecondary goals. The description may be an individualized list of courses and activities and/or a narrative focusing on specific skills/knowledge to be learned in a class or activity.
- It is acceptable to include all classes to satisfy requirements for a High School Diploma as long as the course of study also meets the requirements stated above including specific elective courses and other school experiences that are aligned with the postsecondary goals.
- If the high school provides an individualized four-year plan for each student, then that plan could be acceptable if it provides a clear description of all courses and activities needed (not just required courses) leading to identified postsecondary goals and includes courses from the current year to the student's anticipated exit year.

### An IEP that is compliant will include:

- A list of courses and other school activities designed to meet the individual student's needs.
- A long-term view of courses needed (from current IEP to when the student will exit the school system).

- Enough information that another LEA implementing the IEP would be able to determine a class schedule that would meet the student's needs.

**Recommendations to ensure a complaint IEP:**

- Ensure that the course of study includes a multi-year description of coursework from the student's current IEP through the anticipated exit year that is individualized and takes into account the student's preferences and interests; and links to the postsecondary goals.
- If needed, correction may be documented through an IEP addendum.

**SPP/APR PART B INDICATOR 13 CHECKLIST QUESTION 6**

**Is (are) there annual IEP goal(s) related to the student’s postsecondary goals/transition service needs? (IDEA §300.320(b))**

<b>MEASURABLE ANNUAL GOALS ((§300.320)(a)(i))</b>
Annual goals are linked to PLAAFP, general education curriculum and state standards, and are measurable and reasonably accomplished within one year. ((§300.320)(a)(i)). Short-term objectives and benchmarks are required for students who take alternate assessments. (§300.320)
<b>Annual Goals and Objectives ((§300.320)(a)(i))</b>

(Page 1 of the BIE IEP form)

**KEY POINTS:**

- For each postsecondary goal, there must be at least one annual IEP goal that supports attainment of the PSGs. Best practice is that each annual goal directly, specifically, and genuinely links to the PSGs and is supported by a specific transition service.
- Annual IEP goals must be measurable (e.g., must contain observable target behavior, conditions, and criteria for mastery).
- Annual goals state what the student will do or learn within the next school year that will move the student toward achieving his/her postsecondary goals (PSG).
- The linkage between the annual goals and the PSG/transition services must be direct, specific, and genuine. If someone were to pick up the IEP and go directly to the annual goals, he/she should be able to predict the broad PSG/transition services needs with a high degree of accuracy (e.g. will attend college, will be employed in sales).
- Adding the words “for life” or “for work” after a goal is not enough to demonstrate linkage. Writing an annual goal that genuinely links to the PSGs requires a thorough understanding of the skills, knowledge, and admission/job requirements for the specific PSG.
- Academic goals most readily link to the PSG in education/training, and may link to the PSG in career/employment.
- Behavioral (including social skills) or communication goals can readily link to any of the PSGs.

- Related service goals must link to the PSG. For example, if the IEP team identifies that a student needs orientation and mobility services to access the school campus, they should also consider whether the student needs the same services to access the community, including work sites and college campuses.

**An IEP that is compliant will include:**

- Annual IEP goals that are measurable (e.g., contains observable target behavior, conditions, and criteria for mastery).
- At least one annual IEP goal that directly links to each PSG.
- Goals that are individualized based on the specific student’s needs.

**Recommendations to ensure a compliant IEP:**

- Ensure each annual goal includes the 3 primary components (a) the conditions under which the skills will be taught, (b) the behavior to be learned, and (c) the criteria for mastery. You may also consider including a timeline for completion.
- Ensure goals are individualized to meet the specific student’s needs.
- If needed, corrections may be documented through an IEP addendum.

**EXAMPLES**

<b>ANNUAL GOAL: EDUCATION/TRAINING</b>
To support Paul’s PSG of auto mechanics training, Paul will increase his reading comprehension one grade level (7 <sup>th</sup> grade to 8 <sup>th</sup> grade) by correctly answering literal and inferential questions given direct instruction in comprehension and an 8 <sup>th</sup> grade non-fiction passage by the end of the school year.
By the end of the third trimester, to prepare Hal for college entry, Hal will write using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling with 80% accuracy based on the district grade level rubric, given explicit instruction in English Grammar.
To support Frankie in advocating for himself during employment training after high school, Frankie will demonstrate self-advocacy skills by identifying his needed accommodations and modifications and independently communicating those needs to 4 out of 5 of his general education teachers each week, given instruction in Self-Advocacy Strategy by the end of the 1 <sup>st</sup> term.
<b>ANNUAL GOAL: EMPLOYMENT</b>
Given direct instruction in his Vocational class on completing a job application, guided practice, and personal information, Jamel will complete an application with 100% accuracy by the end of the 1 <sup>st</sup> school semester to prepare him for applying for employment as a mechanic after high school.
To prepare Carl for employment as a welder, given small group instruction on shop safety skills, a task analysis, and self-monitoring sheet, Carl will demonstrate appropriate safety skills in shop class with 100% accuracy by the end of the school year.

Given direct instruction for completing a small business license application, guided practice, and personal information, Robert will complete an application with 100% accuracy by the end of the 1<sup>st</sup> school semester.

**ANNUAL GOAL: INDEPENDENT LIVING SKILLS**

To prepare Lissette for living semi-independently with a roommate, given small group instruction on hand washing, a task analysis, and self-monitoring sheet, Lissette will demonstrate how to appropriately wash her hands with 100% accuracy as measured by the number of correct steps completed on the task analysis during the duration of the IEP.

Given a bus schedule adapted with pictures, Rosemary will select the correct pick-up time and drop off time for five scenarios of activities presented to her with 95% or better accuracy by December of the current school year to prepare to travel independently in the community after high school.

Given computer/video enacted role-plays of appropriate and non-appropriate methods to imitate a conversation with a communication partner, Janet will categorize activities with 80% accuracy by March of 2017 to prepare Janet to access Indian Health Services after high school.

**SPP/APR PART B INDICATOR 13 CHECKLIST QUESTION 7**

Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? (IDEA §300.320(b))

Last Name _____ First Name _____ ID _____ Meeting Date _____
<b>INVITATION TO PARTICIPATE IN AN INDIVIDUALIZED EDUCATION PROGRAM OR OTHER MEETING (§300.322)</b>
Student Name: _____ Date: _____
Dear Parent/Guardian/Student/Surrogate:
We invite you to attend the meeting described below. The purpose of the meeting is:
<input type="checkbox"/> Initial/Reevaluation – to share the information from the completed assessment.
<input type="checkbox"/> Annual Review – to review progress on current IEP.
<input type="checkbox"/> Transfer – to discuss development of an interim IEP.
<input type="checkbox"/> Manifestation Determination – to discuss relationship of behavior and exceptionality
<input type="checkbox"/> Change of placement/services
<input type="checkbox"/> Functional Behavior Assessment/Behavior Intervention Plan
<input type="checkbox"/> Transition plan
<input type="checkbox"/> Other: _____

See Appendix C for full invitation to participate form.

Students must be invited to the IEP meeting if a purpose of the meeting will be the consideration of postsecondary goals for the student and the transition services needed to assist the student in reaching those goals. If the student is invited, but does not attend the meeting, the school must take other steps to ensure that the student’s preferences and interests were considered.

**An IEP that is compliant will include:**

- Documentation in the IEP file that the student was invited to participate in his/her IEP meeting prior to the day of the meeting.
- Acceptable documentation includes:
  - Notice of Meeting addressed specifically to student (may be co-addressed with parents), or
  - The student included on the list of who will be invited to the meeting on the Notice of Meeting, or

- Copy of a separate invitation to the student that contains all required elements, or
- Documentation of verbal invitation (e.g., phone log, that contains all required elements)
- A student's signature of attendance on the participants' page of the IEP will not meet this compliance requirement. There must be documentation of an invitation that specifically names the student and is dated prior to the date of the meeting.

**Recommendations to ensure a complaint IEP:**

- Invite the student to the meeting well in advance of the meeting date. Non-compliance in the reviewed IEP is not correctable (e.g. the student cannot be invited to a meeting that has already occurred).
- Ensure school policies, procedures, and/or practices support the practice of sending student invitations well in advance of the meeting (e.g. develop calendar reminders), and correctly implement the requirement (e.g. show documentation from another file that the teacher has invited a student to an IEP meeting).

**SPP/APR PART B INDICATOR 13 CHECKLIST QUESTION 8**

If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority? (IDEA §300.321)

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ ID: \_\_\_\_\_ Meeting Date: \_\_\_\_\_

**Permission for Consent Prior to Inviting Agencies Related to Transition §300.321(b)(3)**

Your permission is required to invite outside agencies likely to provide or pay for transition services that may be essential or at the very least valuable to your child. Based on your student's needs the following agencies may be able to provide beneficial services pending your student qualifying for such services, but will not be invited until the appropriate time at which they may begin to pay for transition services. Please examine the agencies that have been identified as likely to provide services to your child and indicate whether you either do or do not give consent for the school to invite the agency(s). It is important to note however that even if your permission is granted to provide an invitation to the identified agencies below, the agency representative may not attend.

*This permission shall be valid for the following duration. Beginning \_\_\_\_\_ and shall terminate \_\_\_\_\_ (permission period should be not longer than current status to anticipated exit date)*

School may need to invite this agency	PLEASE CONSIDER THE FOLLOWING AGENCIES THE SCHOOL HAS IDENTIFIED AS POTENTIALLY IMPORTANT TO YOUR CHILD'S TRANSITION AND INDICATE WHETHER YOU CONSENT TO HAVE THE AGENCY(S) INVITED TO YOUR CHILD'S IEP	YES	NO
<input type="checkbox"/>	<u>Tribal Vocational Rehabilitation</u> (may provide support for attainment of competitive employment and/or specialized instruction or training )	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<u>Disability Access Center at college/university/trade school</u> (may provide accommodations for learning)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<u>Community Centered Board</u>	<input type="checkbox"/>	<input type="checkbox"/>

Note: Appendix D includes the complete permission for consent prior to inviting form for BIE.

**KEY POINTS:**

- The LEA must have written consent from the parent or an adult student (student is 18 or older and legal guardianship has not been awarded to another person) before inviting an agency representative to attend any IEP meeting. This written consent must be obtained each and every time an outside agency representative is invited to attend an IEP meeting.
- An adult agency representative is only required to be invited to the IEP meeting when that agency is likely to provide and/or pay for transition services during the current IEP. Agencies that may be involved include, but are not limited to: State/Tribal Vocational Rehabilitation (VR); Division of Services for People with Disabilities (DSPD); Department of Work Force Services (DWS); community mental health agencies; or college disability resource centers.

- Evidence that this area is compliant will be determined by reviewing the student’s IEP file for both written consent, signed by the parent or adult student, and the agency invitation. There are no specific requirements as to what the agency invitation must include; it could be an email, documentation of a phone call, or a letter.
- If consent is obtained, the list of who will be invited to the meeting on the Notice of Meeting should include the name and agency of the agency representative invited.
- If outside agency representatives attend a meeting at the invitation of the parents, that should be documented somewhere on the IEP. For example, it could be noted after the agency representative’s signature on the IEP, “attended per parent invitation.”
- Compliance requirements around parental consent do not apply to linkages conducted through activities such as Agency Fairs, parent/student evening programs, or in-class presentations as long as the school does not disclose personally identifiable information about the student’s disability during the activity.
- Linkages can be effectively facilitated outside of the IEP meeting. Work with your local agency partners (e.g., State/Tribal Vocational Rehabilitation) to establish relationships and to develop strategies.
- If the need for agency involvement is determined during an IEP meeting, include a statement to that effect in the notes. This may be noted in the section “Program Accommodations/Modifications section and/or Supplementary Aids and Services.”

**An IEP that is compliant will include:**

- Documentation that agency involvement was considered.
- If agency involvement was needed:
  - Written consent to invite an agency representative is in the file,
  - Evidence the agency was invited is in the file, and
  - Written consent is dated prior to the agency invitation.

**Recommendations to ensure a complaint IEP:**

- Obtain parent consent to invite an outside agency prior to the actual meeting (e.g., 3 months prior).

- Invite the agency representative to the meeting well in advance of the meeting date. Non-compliance in the reviewed IEP is not correctable (e.g. consent may not be obtained after the agency representative was invited to the IEP meeting).
- To document compliance with this requirement, the school must:
  - Ensure its policies, procedures and/or practices support the practice of identifying agency supports early and sending invitations to agency representatives well in advance of the meeting (e.g. provide professional development on notice of meeting requirements, develop calendar reminders), and
  - Correctly implement the requirement (e.g. show documentation from another file that the teacher considered needed agency involvement, obtained written consent, and invited the agency representative to the IEP meeting).

## **Summary**

Transition planning is a multi-year process that involves students, families, educators, and, frequently, representatives of community agencies and, when implemented with fidelity, facilitates the student's movement from school to adulthood. The Individuals with Disability Education Act of 2004 (IDEA) has an increased emphasis on the importance of transition planning for students with disabilities.

This guidance document is an attempt to guide IEP teams in the development of secondary transition plans that not only meet compliance requirements as outlined in Indicator 13 of the State Performance Plan/Annual Performance Report, but that also address the needs and goals of individual students. The framework for this guide is the SPP/APR Indicator 13 checklist developed by the National Technical Assistance Center on Transition previously known as NSTTAC and approved by the Office of Special Education Programs (OSEP). Following the process and ensuring that each item is documented in the IEP will lead to a transition plan that not only meets compliance requirements, but also addresses the preferences, strengths, and interests of each student to prepare them for achieving positive post-school outcomes.

## References

- Bureau of Indian Education (2012). NASIS Special Education Process Guide. Retrieved from: <http://www.bie.edu/cs/groups/xbie/documents/text/idc-021355.pdf>
- Individuals with Disabilities Education Improvement Act of 2004, P. L. No. 108-446, 20 U.S.C. § 1400 sec. 602 (34).
- Neubert, D.A., & Leconte, P.J. (2013). Age-Appropriate Transition Assessment: The Position of the Division on Career Development and Transition *Career Development and Transition for Exceptional Individuals*, 36, 72-83.
- Office of Special Education Programs. (OSEP; 2016). Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table (20 U.S.C. 1416(a)(3)(B)). Retrieved from: <https://osep.grads360.org/#communities/pdc/documents/9448>

## Appendix A

### NSTTAC Indicator 13 Checklist B (Enhanced for Professional Development)

#### NSTTAC Indicator 13 Checklist: Form B (Enhanced for Professional Development)

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

Questions	<i>Postsecondary Goals</i>			
	Training	Education	Employment	Independent Living skills
1. Is there an appropriate measurable postsecondary goal or goals in this area?	Y N	Y N	Y N	Y N NA
Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If yes to all three guiding questions above, then circle Y OR if a postsecondary goal(s) is (are) <i>not</i> stated, circle N				
2. Is (are) the postsecondary goal(s) updated annually?	Y N	Y N	Y N	Y N NA
Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If yes, then circle Y OR if the postsecondary goal(s) was (were) <i>not</i> updated with the current IEP, circle N				
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	Y N	Y N	Y N	Y N
Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If yes, then circle Y OR if no, then circle N				
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N	Y N	Y N	Y N
Is a type of <i>instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation</i> listed in association with meeting the post-secondary goal(s)? • If yes, then circle Y OR if no, then circle N				
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N	Y N	Y N	Y N
Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If yes, then circle Y OR if no, then circle N				
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	Y N	Y N	Y N	Y N
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If yes, then circle Y OR if no, then circle N				
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N	Y N	Y N	Y N
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? • If yes, then circle Y OR if no, then circle N				
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	Y N NA	Y N NA	Y N NA	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)? • If yes to both, then circle Y • If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA • If parent or individual student consent (when appropriate) was <i>not</i> provided, circle NA				
Does the IEP meet the requirements of Indicator 13? (Circle one)  Yes (all Ys or NAs for each item [1-8] on the checklist included in the IEP are circled) or No (one or more Ns circled)				

## Appendix B

### BIE Transition IEP Template

IEP OVERVIEW			
Meeting Date:	Start Date:	End Date:	Eligibility Date:
Special Ed Status:		Special Ed Setting:	
Primary Disability:		Next Evaluation Date:	
STUDENT INFORMATION			
Student Name:		DOB:	Age: Student Number:
Address:			
School of Attendance:		Grade:	Gender: Race (Ethnicity Code):
Primary Language: :			
GUARDIAN INFORMATION			
PRESENT LEVELS of ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLAAFP) (§300.320)			
Academic and functional goals designed to meet the child's needs that result from the child's disability, to enable the child to be involved in and make progress in the general education curriculum.			
Areas affected by PLAAFP:			
<input type="checkbox"/> Reading	<input type="checkbox"/> Math	<input type="checkbox"/> Writing	<input type="checkbox"/> Speech <input type="checkbox"/> OT
<input type="checkbox"/> PT	<input type="checkbox"/> Behavior	<input type="checkbox"/> Social/Emotional	<input type="checkbox"/> NIMAS Eligible <input type="checkbox"/> Other:
Describe in plain terms the student's strengths, parental concerns, levels of academic achievement, functional performance and how the student's disability affects his/her involvement and progress in the general education curriculum:			
MEASURABLE ANNUAL GOALS ((§300.320)(a)(i))			
Annual goals are linked to PLAAFP, general education curriculum and state standards, and are measurable and reasonably accomplished within one year. ((§300.320)(a)(i)). Short-term objectives and benchmarks are required for students who take alternate assessments. (§300.320)			
Annual Goals and Objectives ((§300.320)(a)(i))			
SECONDARY TRANSITION SERVICES (§300.320)			
For ALL students beginning with the IEP to be in effect when the child is 16 and updated annually thereafter.			
<b>Student's Desired Post-School Activities:</b> Describe the student's strengths, preferences and interests in the areas of postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, adult living, or community participation.			
<b>Results of age-appropriate transition assessments:</b> Results are attached.			
<b>Postsecondary Goals:</b> Measurable postsecondary goals are based on age-appropriate transition assessments related to training, education, employment, and where appropriate, adult living skills. Clearly specify the desired level of achievement.			
<b>Training:</b>			
<b>Education:</b>			

<b>SECONDARY TRANSITION SERVICES (§300.320)</b>	
<b>Employment:</b>	
<b>Adult Living Skills - if appropriate:</b>	
<b>An IEP meeting must be called if any agency fails to provide agreed upon transition service(s). The IEP team must establish alternative strategies to meet the transition objectives defined.</b>	
List any agency that was invited but did not attend the meeting and explain how the school will obtain agency participation:	
<b>Graduation date must be addressed at least one year prior to anticipated graduation.</b>	
Student is projected to graduate by this date: _____	
Graduation Plans were discussed on: _____	NASIS diploma type: _____

<b>STATEMENT OF NEEDED TRANSITION SERVICE(S) (#300.320)</b>	

<b>COURSE OF STUDY</b>	
<b>Course of Study:</b> List the student's projected class schedule for the remainder of the student's school career. Describe how these classes will assist the student in accomplishing postsecondary goals. (This may also include extracurricular activities.)	

<b>AGE OF MAJORITY (§300.520)</b>	
Beginning not later than one year before the child reaches the age of majority under state law, the child and parent(s)/guardian(s) must be informed of the rights under IDEA that will transfer to the child when that child reaches the age of majority.	
_____ will reach age of majority on: _____	
(Student Name)	
When a child with a disability reaches the age of majority under state law, all parental/guardian rights transfer to the child, unless the child has been determined to be incompetent, or does not have the ability to provide informed consent with respect to his/her educational program.	
Student Signature: _____	Date: _____
Parent/Guardian Signature: _____	Date: _____

<b>EXTENDED SCHOOL YEAR (ESY) INFORMATION (§300.106)</b>	
Each public agency must ensure that extended school year services are available as necessary to provide FAPE. A significant regression/recoupment factor provides the premise for establishing eligibility for Extended School Year Services (ESY). The regression/recoupment factor is relative to the student's current Individualized Education Plan (IEP) goals, objectives and present levels of education performance based on multidisciplinary team data, including information from the parent(s)/guardians.	
To determine eligibility for ESY services, the IEP team must do the following:	
1. Check all statements in the General Information section below which apply to the student. A checkmark in any of the boxes indicates the need for the IEP to give further consideration to the student's need for ESY services.	
2. Provide documentation indicating that the student's regression of academic, behavior, and/or life skills and the length of time it takes to regain lost skills render it unlikely that the student will attain a state of self sufficiency the student would otherwise reasonably be expected to reach.	
<b>GENERAL INFORMATION</b>	
<input type="checkbox"/>	The student experiences significant regression on learned skills or adaptive behaviors over regularly scheduled school breaks during the school year.
<input type="checkbox"/>	The student requires a significant amount of time and effort to recoup previously learned behaviors and skills.

**EXTENDED SCHOOL YEAR (ESY) INFORMATION (§300.106)**

- The student has a previous record of regression and limited recoupment over regularly scheduled tasks.
- The student has received previous ESY services that resulted in positive benefits for the student.
- The student has needs that could not be met in other summer programs; however, these programs have been considered and determined to be of less benefit than ESY. \*NOTE: Students may participate in both programs.

**EXTENDED SCHOOL YEAR (ESY) DETERMINATION (§300.106)**

REVIEW OF DOCUMENTS FOR EXTENDED SCHOOL YEAR SERVICES DETERMINATION (List the names of the documents reviewed by the team to make the ESY determination.)

Select the option that applies based on documentation.

- The team has determined that the student requires ESY services.
- The team has determined that the student is not eligible for ESY services.
- The team has agreed that additional information is required to determine the student's eligibility for ESY services.

Name of person responsible for collecting additional information:

Additional data to be collected:

**NOTIFICATION OF PROGRESS**

Parent(s)/Guardian(s) will be informed of their child's progress through Progress Reports according to the school's schedule at least as often as their non-disabled peers.

**Manner of reporting to parent(s)/guardian(s):**

**Frequency of reporting to parent(s)/guardian(s):**

**SCHOOL WIDE ASSESSMENT (§300.320(a)(6))**

A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child.

- The student:
- Will participate with no accommodations.
  - Will participate with the following testing modifications or accommodations. (Specific to state identified codes)
  - Will not participate because the student's grade level will not be assessed during the IEP period.
  - Will participate in the state alternate assessment. (Complete Alternate Assessment Form)
  - Will not participate because: \_\_\_\_\_

**EDUCATION SERVICES (#300.320)**  
(Education Services based on Peer-reviewed research to the extent practicable (CFR 300.320 (4)).)

Service	Provider	Minutes per session	Frequency	Start Date	End Date	Setting	Total Minutes
---------	----------	---------------------	-----------	------------	----------	---------	---------------

RELATED SERVICES (#300.34)							
(Education Services based on Peer-reviewed research to the extent practicable (CFR 300.320 (4)).)							
Service	Provider	Minutes per session	Frequency	Start Date	End Date	Setting	Total Minutes

SUPPLEMENTARY AIDS AND SERVICES (#300.320)	
(Education Services based on Peer-reviewed research to the extent practicable (CFR 300.320 (4)).)	
Service	Comments

LEVEL OF SERVICE FOR SPECIAL EDUCATION PER WEEK							
Time with non-disabled peers	%	Time separated from non-disabled peers	%		Total Hrs	Total %	PRIMARY DISABILITY
NaN	NaN	NaN	NaN		NaN	NaN	:

EDUCATION SETTING
Special Education Setting: :

POTENTIAL HARMFUL EFFECTS ((§300.116)(3)(d))
What are the potential harmful effect(s) the placement selected would have on the student and the quality of the services the student receives?

LEAST RESTRICTIVE ENVIRONMENT (§300.114)
To the maximum extent appropriate, children with disabilities are educated with children who are nondisabled.
<b>Check any activities in which the student <i>will</i> be participating with non-disabled peers.</b>

ACADEMIC ACTIVITIES	NON-ACADEMIC/EXTRA CURRICULAR ACTIVITIES
<input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> Library <input type="checkbox"/> Health/PE <input type="checkbox"/> Computer Lab <input type="checkbox"/> Native Culture/Language <input type="checkbox"/> Industrial Technology <input type="checkbox"/> Consumer Science <input type="checkbox"/> Vocational Education <input type="checkbox"/> Core Subjects	<input type="checkbox"/> Breakfast/Lunch <input type="checkbox"/> Special Events <input type="checkbox"/> Athletics <input type="checkbox"/> Recess <input type="checkbox"/> Groups/Clubs <input type="checkbox"/> Recreation <input type="checkbox"/> Other Non-Academic/Extra Curricular Activities:  Justification:

IMPACT STATEMENT (§300.320)
How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as non-disabled children):

PROGRAM ACCOMMODATIONS / MODIFICATIONS (#300.320)

**SPECIAL FACTORS (§300.324)**

**In developing this IEP, the team considered the following Special Factors (§300.324) (check all that apply):**

Not Needed	Addressed in IEP	
<input type="checkbox"/>	<input type="checkbox"/>	Language needs for the Limited English Proficient student as they relate to the IEP.
<input type="checkbox"/>	<input type="checkbox"/>	Braille instruction for the student who is blind or visually impaired.
<input type="checkbox"/>	<input type="checkbox"/>	Communication and language needs for the student who is deaf or hard to hearing.
<input type="checkbox"/>	<input type="checkbox"/>	Assistive technology for the student who, without it, would not benefit from special education. <i>If addressed in IEP, an Assistive Technology plan must be completed (§300.5)</i>
<input type="checkbox"/>	<input type="checkbox"/>	Behavioral strategies for the student whose behavior impedes his or her learning or that of others.
	<input type="checkbox"/> Yes <input type="checkbox"/> No	1) Are positive behavior interventions, accommodations, and/or goals and objectives included in the IEP?
	<input type="checkbox"/> Yes <input type="checkbox"/> No	2) Has a Functional Behavior Assessment been conducted?
	<input type="checkbox"/> Yes <input type="checkbox"/> No	3) Does the student have a Behavioral Intervention Plan (BIP)?

**DISCIPLINE (§300.(521)-(529))**

School personnel may consider any unique circumstances on a case by case basis when determining whether a change in placement, consistent with other requirements of this section, is appropriate for a child with a disability who violates a code of student conduct.

The student will follow the school-wide discipline plan (*student does not have a Behavior Intervention Plan*)

The student requires the modifications described in this IEP under ANNUAL GOALS and/or INSTRUCTIONAL ACCOMMODATIONS. (§300.320)

**ASSISTIVE TECHNOLOGY (#300.5)**

**HEARING AID MAINTENANCE (§300.113)**

Each public agency must ensure that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly.

Not Needed    Needed   Person(s) responsible for monitoring hearing aid(s): \_\_\_\_\_

**MEDICAL/SIGNIFICANT HEALTH INFORMATION**

Does your child receive any regular medication:       Yes       No

Significant health information:       Yes       No

Explain: \_\_\_\_\_

**IEP MEETING PARTICIPANTS**

I/We participated in the development of this IEP	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I/We agree with the content of the proposed IEP	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I/We agree with the IEP Team's recommendation for placement	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**Parent/Guardian/Student (if of age) signature:** \_\_\_\_\_

*(If parent/guardian did not sign the IEP, mark below and document efforts to involve the parent/guardian.)*

Did not attend the IEP meeting       Participated by phone       Other participation

Other option(s) offered for participation: \_\_\_\_\_

**IEP MEETING PARTICIPANTS**

A copy of the **Procedural Safeguards** (§300.121 and §300.504) and the IEP were provided to parents(s)/guardian(s) at no cost.

Parent(s)/Guardian(s)/Student initials if of age: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher's initials if mailed: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix C  
BIE Invitation to Participate in IEP Form

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ ID \_\_\_\_\_ Meeting Date \_\_\_\_\_

**INVITATION TO PARTICIPATE IN AN INDIVIDUALIZED EDUCATION PROGRAM OR OTHER MEETING (§300.322)**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Dear Parent/Guardian/Student/Surrogate:

We invite you to attend the meeting described below. The purpose of the meeting is:

- Initial/Reevaluation – to share the information from the completed assessment.
- Annual Review – to review progress on current IEP.
- Transfer – to discuss development of an interim IEP.
- Manifestation Determination – to discuss relationship of behavior and exceptionality
- Change of placement/services
- Functional Behavior Assessment/Behavior Intervention Plan
- Transition plan
- Other: \_\_\_\_\_

At this meeting you will have the opportunity to review \_\_\_\_\_ school progress, comment on the findings and assist in educational decisions. If services are recommended, this team will develop an Individualized Education Program (IEP). Initial provision of these services requires your written consent. In addition to the people we have invited, you may invite other individuals who have knowledge or special expertise regarding your child. Please notify the case manager of your suggested participants. By age 16, and younger when appropriate, students are included in the development of their IEP and transition plan. If you require the services of an interpreter, please call the case manager as soon as possible.

We suggest the following date, time and place. If this does not work for you, please call the case manager and we will set a date and time more convenient to your schedule.

\_\_\_\_\_ at \_\_\_\_\_ at \_\_\_\_\_  
Date Time Location

Individuals who are knowledgeable about your child have been invited to attend this meeting.

\_\_\_\_\_, Administrator or designee, \_\_\_\_\_, Related Service Provider

\_\_\_\_\_, Special Education Teacher, \_\_\_\_\_, Related Service Personnel

\_\_\_\_\_, General Education Teacher, \_\_\_\_\_, Diagnostician

\_\_\_\_\_, Other, \_\_\_\_\_, Outside Agency Personnel

\_\_\_\_\_, Case Manager, \_\_\_\_\_, Phone

Appendix D  
BIE Consent Prior to Invitation Form

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ ID: \_\_\_\_\_ Meeting Date: \_\_\_\_\_

**Permission for Consent Prior to Inviting Agencies Related to Transition §300.321(b)(3)**

Your permission is required to invite outside agencies likely to provide or pay for transition services that may be essential or at the very least valuable to your child. Based on your student's needs the following agencies may be able to provide beneficial services pending your student qualifying for such services, but will not be invited until the appropriate time at which they may begin to pay for transition services. Please examine the agencies that have been identified as likely to provide services to your child and indicate whether you either do or do not give consent for the school to invite the agency(s). It is important to note however that even if your permission is granted to provide an invitation to the identified agencies below, the agency representative may not attend.

*This permission shall be valid for the following duration. Beginning \_\_\_\_\_ and shall terminate \_\_\_\_\_  
(permission period should be not longer than current status to anticipated exit date)*

School may need to invite this agency	PLEASE CONSIDER THE FOLLOWING AGENCIES THE SCHOOL HAS IDENTIFIED AS POTENTIALLY IMPORTANT TO YOUR CHILD'S TRANSITION AND INDICATE WHETHER YOU CONSENT TO HAVE THE AGENCY(S) INVITED TO YOUR CHILD'S IEP	YES	NO
<input type="checkbox"/>	<u>Tribal Vocational Rehabilitation</u> (may provide support for attainment of competitive employment and/or specialized instruction or training )	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<u>Disability Access Center at college/university/trade school</u> (may provide accommodations for learning)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<u>Community Centered Board</u> (may provide for adult living supports, residential care, and employment support)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<u>Mental Health Services</u> (may provide for personal therapy, employment support and other mental health needs)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<u>Social Security Administration</u> (may provide for Supplemental Security Income and Medicaid medical coverage)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<u>Adult Service Provider</u> (may be the provider of supports if the student qualifies for Developmental Disabilities Medicaid Waiver)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<u>Local Guardianship Representative</u> (may be a court employee, Guardianship Alliance representative, or Lawyer familiar with guardianship issues/procedures)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<u>Local Independent Living Center</u> (may help student develop and independent living plan and provide supports to realize the plan)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<u>Other (please identify &amp; describe):</u>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<u>Other (please identify &amp; describe):</u>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<u>Other (please identify &amp; describe):</u>	<input type="checkbox"/>	<input type="checkbox"/>

\_\_\_\_\_  
Signature of Parent(s) \_\_\_\_\_  
Date

If appropriate, translation provided by:  
\_\_\_\_\_  
Signature of Interpreter \_\_\_\_\_  
Date

## Appendix E

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ ID \_\_\_\_\_ Meeting Date \_\_\_\_\_

### SUMMARY OF PERFORMANCE (SOP)

#### Instructions

**Purpose:** The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. The language as stated in IDEA 2004 regarding the SOP is as follows:  
For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency “shall 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” §Sec. 300.305(e)(3).

The Summary of Performance, with the accompanying documentation, is important to assist the student in the transition from high school to higher education, training and/or employment. This information is necessary under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act to help establish a student’s eligibility for reasonable accommodations and supports in *postsecondary* settings. It is also useful for the Vocational Rehabilitation Comprehensive Assessment process. The information about students’ current level of functioning is intended to help postsecondary institutions consider accommodations for access. *These recommendations should not imply that any individual who qualified for special education in high school will automatically qualify for services in the postsecondary education or the employment setting. Postsecondary settings will continue to make eligibility decisions on a case-by-case basis.*

The SOP is most useful when linked with the IEP process and the student has the opportunity to actively participate in the development of this document.

The SOP **must** be completed during the final year of a student’s high school education. The timing of completion of the SOP may vary depending on the student’s postsecondary goals. If a student is transitioning to higher education, the SOP, with additional documentation, may be necessary as the student applies to a college or university. Likewise, this information may be necessary as a student applies for services from state agencies such as vocational rehabilitation. In some instances, it may be most appropriate to wait until the spring of a student’s final year to provide an agency or employer the most updated information on the performance of the student.

**Part 1: Background Information** – Complete this section as specified. Please note this section also requests that you attach copies of the **most recent** formal and informal assessment reports that document the student’s disability or functional limitations and provide information to assist in post-high school planning.

**Part 2: Student’s Postsecondary Goals** – These goals should indicate the post-school environment(s) the student intends to transition to upon completion of high school.

**Part 3: Summary of Performance** – This section includes three critical areas: Academic, Cognitive and Functional levels of performance. Next to each specified area, please complete the student’s present level of performance and the accommodations, modifications and assistive technology that were **essential** in high school to assist the student in achieving progress. Please leave blank any section that is not applicable.

An **Accommodation** is defined as a support or service that is provided to help a student fully access the general education curriculum or subject matter. Students with impaired spelling or handwriting skills, for example, may be accommodated by a note-taker or permission to take class notes on a laptop computer. An accommodation *does not change the content* of what is being taught or the expectation that the student meet a performance standard applied for all students. A **Modification** is defined as a change to the general education curriculum or other material being taught, which alters the standards or expectations for students with disabilities. Instruction can be modified so that the material is presented differently and/or the expectations of what the student will master are changed. Modifications are not allowed in most postsecondary education environments. **Assistive Technology** is defined as any device that helps a student with a disability function in a given environment, but does not limit the device to expensive or “high-tech” options. Assistive technology can also include simple devices such as laminated pictures for communication, removable highlighter tapes, velcro and other “low-tech” devices.

The completion of this section may require the input from a number of school personnel including the special education teacher, regular education teacher, school psychologist or related services personnel. It is recommended, however, that one individual from the IEP Team be responsible for gathering and organizing the information required on the SOP.

**Part 4: Recommendations to assist the student in meeting postsecondary goals** – This section should present suggestions for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services, to enhance access in a post-high school environment, including higher education, training, employment, independent living and/or community participation.

**Part 5: Student Input**- The student’s contribution can help (a) secondary professionals complete the summary, (b) the student to better understand the impact of his/her disability on academic and functional performance in the postsecondary setting, (c) postsecondary personnel to more clearly understand the student’s strengths and the impact of the disability on this student. This section may be filled out independently by the student or completed with the student through an interview

## NATIONALLY RATIFIED SUMMARY OF PERFORMANCE MODEL TEMPLATE

This template was developed by the National Transition Documentation Summit © 2005 based on the initial work of Stan Shaw, Carol Kochhar-Bryant, Margo Izzo, Ken Benedict, and David Parker. It reflects the contributions and suggestions of numerous stakeholders in professional organizations, school districts and universities particularly the Connecticut Interagency Transition Task Force. It is available to be freely copied or adapted for educational purposes. The model template has been formally ratified by the Council for Exceptional Children's Division on Career Development and Transition (DCDT), Division on Learning Disabilities (DLD), and Council on Educational Diagnostic Services (CEDS), Learning Disability Association (LDA), the Higher Education Consortium for Special Education (HECSE), and the Council for Learning Disabilities (CLD).

### Part 1: Background Information

Student Name: _____	Date of Birth: _____	Year of Graduation/Exit: _____
Address: _____		
(Street)	(Town, state)	(Zip code)
Telephone Number: _____	Primary Language: _____	
Current School: _____	City: _____	
Student's primary disability (Diagnosis): _____		
Student's secondary disability (Diagnosis), if applicable: _____		
When was the student's disability (or disabilities) formally diagnosed? _____		
If English is not the student's primary language, what services were provided for this student as an English language learner? _____		
Date of most recent IEP or most recent 504 plan: _____ Date this Summary was completed: _____		

This form was completed by: Name: _____ Title: _____		
School: _____	E-mail: _____	Telephone Number: _____
<b>Please check and include the most recent copy of assessment reports that you are attaching that diagnose and clearly identify the student's disability or functional limitations and/or that will assist in postsecondary planning:</b>		
<input type="checkbox"/> Psychological/cognitive	<input type="checkbox"/> Response to Intervention (RTI)	
<input type="checkbox"/> Neuropsychological	<input type="checkbox"/> Language proficiency assessments	
<input type="checkbox"/> Medical/physical	<input type="checkbox"/> Reading assessments	
<input type="checkbox"/> Achievement/academics	<input type="checkbox"/> Communication	
<input type="checkbox"/> Adaptive behavior	<input type="checkbox"/> Behavioral analysis	
<input type="checkbox"/> Social/interpersonal skills	<input type="checkbox"/> Classroom observations (or in other settings)	
<input type="checkbox"/> Community-based assessment	<input type="checkbox"/> Career/vocational or transition assessment	
<input type="checkbox"/> Self-determination	<input type="checkbox"/> Assistive technology	
<input type="checkbox"/> Informal assessment: _____		
<input type="checkbox"/> Informal assessment: _____		
<input type="checkbox"/> Other: _____		

### Part 2 – Student's Postsecondary Goal(s)

- 1.
- 2.
- 3.

If employment is the primary goal, the top three job interests:

**Part 3 – Summary of Performance (Complete all that are relevant to the student).**

<b>ACADEMIC CONTENT AREA</b>	<b>Present Level of Performance</b> (grade level, standard scores, strengths, needs)	<b>Essential accommodations, assistive technology, or modifications utilized in high school, and why needed.</b>
<b>Reading</b> (Basic reading/decoding; reading comprehension; reading speed)		
<b>Math</b> (Calculation skills, algebraic problem solving; quantitative reasoning)		
<b>Language</b> (written expression, speaking, spelling)		
<b>Learning Skills</b> (class participation, note taking, keyboarding, organization, homework management, time management, study skills, test-taking skills)		
<b>COGNITIVE AREAS</b>	<b>Present Level of Performance</b> (Grade level, standard scores, strengths, needs)	<b>Essential accommodations, modifications and/or assistive technology utilized in high school and why needed.</b>
<b>General Ability and Problem Solving</b> (reasoning/processing)		
<b>Attention and Executive Functioning</b> (energy level, sustained		

attention, memory functions, processing speed, impulse control, activity level)		
<b>Communication</b> (speech/language, assisted communication)		
<b>FUNCTIONAL AREAS</b>	<b>Present Level of Performance</b> (strengths and needs)	<b>Essential accommodations/modifications and/or assistive technology utilized in high school and why needed.</b>
<b>Social Skills and Behavior</b> (Interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations, degree of involvement in extra-curricular activities, confidence and persistence as a learner.)		
<b>Independent Living Skills</b> (Self-care, leisure skills, personal safety, transportation, banking, budgeting)		
<b>Environmental Access/Mobility</b> (assistive technology, mobility, transportation)		
<b>Self-Determination /Self-Advocacy Skills</b> (Ability to identify and articulate postsecondary goals, learning strengths and needs;		
<b>Career-Vocational/Transition/</b>		
<b>Employment</b> (Career interests, career exploration, job training, employment experiences and supports)		
<b>Additional important considerations</b> that can assist in making decisions about disability determination and needed accommodations (e.g., medical problems, family concerns, sleep disturbance)		

**Part 4 – Recommendations to assist the student in meeting postsecondary goals**

Suggestions for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services, to enhance access in the following post-high school environments (only complete those relevant to the student’s postsecondary goals).

<b>Higher Education or Career-Technical Education:</b>	
<b>Employment:</b>	
<b>Independent living:</b>	
<b>Community participation:</b>	

**Part 5 – Student Input**

<p><b>SUMMARY OF PERFORMANCE: STUDENT PERSPECTIVE</b></p> <p>A. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?</p> <p>B. In the past, what supports have been tried by teachers or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, other services)?</p> <p>C. Which of these accommodations and supports has worked best for you?</p> <p>D. Which of these accommodations and supports have not worked?</p> <p>E. What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?</p>
---

I have reviewed and agree with the content of this Summary of Performance. My signature indicates receipt of this document.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix F Helpful Websites

### Transition Planning:

**National Technical Assistance Center on Transition (NTACT):** This website provides a range of resources for Transition planning and Instruction including descriptions of evidence-based practices and predictors of post-school success, lesson plan starters, tools for collecting and using secondary transition data (e.g., State Toolkit for Examining Post-School Success, Risk Calculator). Other resources and guidance are provided on the topics of (a) transition planning, (b) graduation, (c) post-school success, and (d) data analysis and use.

<http://transitionta.org/>

### Individualized Education Program:

**Education for Parents of Indian Children with Special Needs (EPICS):** This website provides learning opportunities (free community trainings) for families and the professionals that work with families of students with disabilities on topics such as: (a) the IEP, (b) Part B Special Education Process, and (c) Transition into Adulthood and Community setting.

<http://www.epicsnm.org/>

### Post-Secondary Education:

**U.S. Department of Education Transition of Students with Disabilities to Post-Secondary Ed:** This website contains information on the admissions process, documenting of a disability for a post-secondary institution and tips for success for students.

<http://www2.ed.gov/about/offices/list/ocr/transitionguide.html>

**American Indian Higher Education Consortium (AIHEC):** This website provides information related to Tribal Colleges and Universities. Here you will find information related to the history of Tribal Colleges and a map of the 75 different campuses across 16 states.

<http://www.aihec.org>

### Employment:

**Consortia of Administrators for Native American Rehabilitation (CANAR):** This site is useful as it has links to each state's tribal Vocational Rehabilitation (VR) offices. Use the map to identify the contacts for the tribal VR in your state.

<http://www.canar.org/Map/tribal-vr-programs>

**Career One Stop: Employment Training—Indian and Native American Program:** This website allows the user to search for employment and training services specific to American Indian/ Alaska Natives and their communities by entering a location.

[http://www.servicelocator.org/program\\_search.asp?prgcat=1&officeType\\_1=8](http://www.servicelocator.org/program_search.asp?prgcat=1&officeType_1=8)

**American Indian Vocational Rehabilitation Training and Technical Assistance Center (AIVRTTAC):** This website includes information related to training and technical assistance available to schools and tribal VR agencies regarding providing employment services to individuals with disabilities.

<http://nau.edu/sbs/ihd/programs/aivrttac/>

**Community Inclusion/Collaboration:**

**National Center on Secondary Education and Transition, NCSET-Community Mapping:** This webpage is a brief article with an outlined table about how to map the resources available in a community for transition aged youth.

<http://www.ncset.org/publications/viewdesc.asp?id=939>

**Center for Parent Information and Resources (CPIR):** This website provides resources for families to help their youth prepare for the transition to adult life. Resources include information regarding self-determination, age of majority, disability disclosure, planning for college, independent living, and much more.

<http://www.parentcenterhub.org/topics/transitiontoadult/>