

DeSoto County Schools
Office of Special Education
Procedures

VOLUME V:

Secondary Transition

Policy

- *Mississippi State Policies Regarding Children with Disabilities under the Individuals with Disabilities Act Amendments of 2004.*
- *State Board Policy Chapter 74, Rule 74.19*
- *Desoto County Schools Board Policy*
 - ✓ Section I, Policy Code: IDDFAA
 - ✓ Section I, Policy Code: IHAA
 - ✓ Section I, Policy Code: IHFAD

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CHAPTER 11 SECONDARY TRANSITION	1
Section 1 Secondary Transition	1
Definition of Transition	1
Transition Terms	2
Transition and Career Development	2
Transition Planning	4
Section 2 Considerations for Secondary Transition	4
Comparison of Secondary and Postsecondary Disability Services	5
Comparison of Special Education and Vocation Rehabilitation	6
Section 3 Roles of the IEP Committee Members in Transition Planning	7
Student’s Role	7
Parent’s Role	7
School’s Role	8
Agency Representative’s Role	9
Interagency Representative’s Role	9
Best Practices for Student-Directed IEPs	9
Section 4 Transition Planning: The Process	10
Section 5 Age-Appropriate Transition Assessments	10
Resources for Formal and Informal Assessments	12
Section 6 Present Levels of Academic Achievement and Functional Performance	14
Section 7 Postsecondary Goals	15
Writing Measurable Postsecondary Goals	17
Examples of Postsecondary Goals	17
Section 8 Transition Services	18
Course of Study	21
Interagency Linkages	23
Section 9 Annual IEP Goals Aligned to Transition	25
Section 10 Exit Options	26
Diploma Options	26
Certificate of Completion	29
Changing Graduation Options	31
Section 11 Transfer of Rights	31
Section 12 Summary of Performance	31
Transition Portfolios	32

Section 13	Evaluating Your Transition IEP Using Indicator 13	32
Section 14	Considerations for Students with Significant Cognitive Disabilities	33
Section 15	Person-Centered Planning	34
Section 16	Customized Employment	36
Section 17	Transition Services Through Vocational Rehabilitation	38

APPENDIX

Appendix ST. A: Top 10 Highlights for Secondary Transition	42
Appendix ST. B: Indicator 13	43
Appendix ST. C: List of Coordinated Transition Services	49
Appendix ST. D: Transfer of Functional Skills Checklist	62
Appendix ST. E: DCS Transition Portfolio Body of Evidence	73
Appendix ST. F: DCS Exit Option Fact Sheet	76
Appendix ST. G: Sample Summary of Performance (SOP)	78
Appendix ST. H: DCS Summary of Performance Checklist	83
Appendix ST. I: DCS Exit IEP Checklist	84
Appendix ST. J: Notice of Change in Placement Due to Completion from High School	85
Appendix ST. K: MDRS Referral Checklist and Forms	86
Appendix ST. L: Authorization to Use and/or Disclose Educational Information	89

CHAPTER 11: SECONDARY TRANSITION

Desoto County Schools is responsible for providing education to children with disabilities including the Mississippi Department of Education (MDE), Local Education Agencies (DCS), Educational Service Agencies (ESAs), and nonprofit public charter schools not a part of an LEA or ESA.

Secondary Transition

For children fourteen (14) years of age (or younger if determined appropriate by the IEP Committee), SBE Policy 74.19 requires school districts to determine each child's postsecondary goals in the areas of employment, education, or training, and, where appropriate, independent living based on age-appropriate assessments. The Policy further defines transition services as a set of coordinated activities designed to be within a results-oriented process, focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities. These post-school activities may include, but not be limited to postsecondary education, vocational education, integrated employment, supported employment, continuing and adult education, adult services, independent living, or community participation. The services must be based on the individual child's needs and consider the child's strengths, preferences, and interests. The IEP Committee is further required to develop a coordinated set of activities in the areas of instruction to promote the movement of a child from school to postsecondary adult living. These activities should include community experiences, activities that promote the development of employment and other post-school adult living skills and, if appropriate, activities that promote the acquisition of daily living skills (IDEA, 2004).

What is Transition?

The Merriam-Webster Dictionary defines transition as the passage from one stage or place to another. For all children, transition occurs from preschool to elementary school, elementary school to middle school, middle school to high school, and high school to adulthood. For students with disabilities, each stage in transition requires thoughtful planning to ensure students with disabilities can transition from one level to the next smoothly. Research has shown that post-school outcomes for students with disabilities improve when students, families, educators, organizations, and community members collaborate to plan and implement transition focused education that prepares students for postsecondary success.

Transition Terms

- *Coordinated set of activities* is a planned and organized sequence of activities based on the student's preferences and interests, which promotes the movement of a student from school to postsecondary adult living. It involves a collaborative effort among various agencies to provide transition services to the student.
- *Results-oriented process* is a series of meaningful events to assist the student in achieving desired postsecondary outcomes.
- *Postsecondary education* is an organized educational program provided by qualified personnel that is available beyond secondary education including community colleges, vocational-technical colleges and four-year colleges and universities.
- *Vocational education* is specialized instruction and practice, by qualified personnel, in a specific field to prepare students to enter, continue, or upgrade employment in recognized trades or occupations.
- *Integrated employment* is paid work in sites and settings that are not unique to individuals with disabilities.
- *Supported employment* is paid work that requires the use of designated personnel to assist individuals with disabilities in acquiring and maintaining site-specific skills.

Transition and Career Development

Career development is an essential component of transition. Donald Zunker (1994) refers to career development as “a lifelong process of developing beliefs and values, skills and aptitudes, interests, personality characteristics, and knowledge of the world of work. Specifically, the terms reflect individually developed needs and goals associated with stages of life and with tasks that affect career choices and subsequent fulfillment of purpose.” (Zunker, 1994, p. 3).

Career Awareness

Career awareness should be addressed throughout preschool and elementary school and should include an understanding of the world of work and the knowledge and skills needed for traditional and nontraditional jobs and careers. Students are aware of opportunities, options, and 6 roles that interest them in the world of work. They gain an awareness of the importance of personal responsibility, good work habits, and how people work.

Activities for students include, but are not limited to:

- Acquiring general knowledge.
- Understanding the importance of working.
- Acquainting students with local places of employment.
- Understanding the need for cooperation and teamwork.
- Developing social skills, decision-making, problem-solving, self-determination, and self-advocacy skills.

Career Exploration

In middle school, students begin the process of exploring careers of interest. Career exploration includes investigation of the workplace and understanding of the correlation between personal abilities, education, and the knowledge and skills needed to pursue occupations and careers. Students learn about the variety of careers available and the types of jobs that would best fit their preferences, needs, and interests, as well as explore the requirements related to those jobs.

Activities for students include, but are not limited to:

- Acquiring general knowledge.
- Becoming aware of personal characteristics, interests, aptitudes, and skills.
- Developing an awareness of and respect for the diversity of the world of work.
- Understanding the relationship between school performance and future employment options.
- Developing a positive attitude towards work.
- Developing work ethics and responsibilities.
- Developing social skills, decision-making, problem-solving, self-determination, and self-advocacy skills.
- Completing the Learning Styles Assessment and Career Interest Inventory in Major Clarity starting in 8th grade.
- Developing Transition Plan by age 14 with active involvement of student.

Career Preparation

In high school, students' focus shifts to career preparation which includes purposeful planning that helps students transition from school to the world of work and higher education. Students should have opportunities to learn about different careers and explore skills needed to be successful in those careers; implement skills that have been fostered and developed while in school; and play a significant role in planning their own successful transition from the secondary to postsecondary environment.

Activities for students include, but are not limited to:

- Demonstrating acquisition of general knowledge.
- Implementing social skills, decision-making, problem-solving, self-determination, and self-advocacy skills.
- Demonstrating work ethic and responsibilities.
- Reviewing and revising My Career Plan in Major Clarity
- Volunteering at school and in the community.
- Participating in service-learning activities.
- Completing a variety of job shadowing experiences.

- Participating in apprenticeships and/or internships.
- Securing part-time/full-time supported employment and/or integrated employment.
- Implementing the Transition Plan developed by IEP Committee with active involvement of student.

Transition Planning

Transition planning is the process of aiding students, parents, and school personnel as they discuss and plan transition from school to adult life. This planning includes assessing interests and strengths; setting transition goals; and selecting the course of study and exit option; and services and agency linkages needed to meet the transitional goals for students with disabilities. Transition planning can begin as early as elementary school. School personnel should begin the process with students and parents by discussing the educational progress and needs of the student, considering their expectations and aspirations. The process should include discussions concerning future goals and skills needed to support the transition goals.

When the student is in middle school, school personnel should use career assessments to identify their career interests, abilities, and needs. The assessment data should be used to develop appropriate programming, including courses of study focused on preparing the student to meet his/her postsecondary goals. DCS must provide information to students and parents regarding different diploma/exit options for students with disabilities no later than age 14.

The transition planning process is an ongoing process that can change over time, depending on the student's preferences, strengths, and interests. Transition planning **must** be addressed during the IEP meeting the year the student turns 14 and **must** be reviewed annually.

Considerations for Secondary Transition

Many students with disabilities leave high school unprepared for success in their postsecondary lives. Parents and students often do not understand the differences between the responsibilities of secondary schools and the responsibilities of postsecondary settings (e.g., college/university and employment). Educators, parents, and students must understand the differences between IDEA at the secondary level and Section 504 and the Americans with Disabilities Act (ADA) at the postsecondary level. Schools have a responsibility to provide parents and students with information related to postsecondary options. Considerations are as follows:

- Secondary personnel, parent(s), and student(s) need to be aware that postsecondary level institutions/environments have different expectations and obligations than secondary schools.
- It must be clear that the specific accommodations or supports are just **recommendations** that do not limit the independent decision-making of personnel at the postsecondary level.

- Section 504 and the ADA require students to self-identify and provide documentation of their disability to be eligible for accommodations and services in postsecondary settings. As a result, students with disabilities must have opportunities to make independent choices and decisions and to practice self-advocacy skills to prepare for life after high school.
- Under IDEA, students are **entitled** to a free and appropriate public education (FAPE). Colleges provide **equal access** to education. No one is **entitled**, but students must advocate for their **civil rights**.
- Postsecondary schools provide support based on what is **reasonable** rather than what is **appropriate** or **least restrictive**. Support services and accommodations are based on providing **access to content** and **reduction of barriers to learning** rather than promoting achievement.
- Documentation of disabilities varies widely between postsecondary schools and students must be aware of those requirements as they apply to different schools.
- Most postsecondary schools do provide some level of support, but the type and scope of this support varies widely among institutions.
- The Office for Civil Rights provides guidance for special educators who are preparing students with disabilities for postsecondary education on their website.
<http://www2.ed.gov/about/offices/list/ocr/transitionguide.html>

Comparison of Secondary and Postsecondary Disability Services

Secondary Education	Postsecondary Education
Individuals with Disabilities Act 2004 (IDEA) and section 504	Americans with Disabilities Act 2008 (ADA) and Section 504
School districts are not required to complete evaluations before a student exits high school.	Most IHLs require documentation that identifies specific disabilities and current functional levels.
IDEA and Section 504 in the public schools require that all students receive a FAPE. Allowable accommodations may include a shortening of assignments, modified assignments or the use of notes on tests, when students without disabilities cannot use them.	Section 504 upholds the right of postsecondary institutions to maintain the academic standards, and no accommodations may be permitted to reduce that standard for any student. Thus, there is no free education; and shortening assignments and using notes when other students do not, would not be reasonable accommodations.
Educational plans and decisions are made by an IEP Committee and parent signatures are required.	A plan is not developed by a team. Instructors are not contacted, except by the student. Parents are not able to contact the college on

	behalf of the student. Colleges will only correspond with the student.
The school must provide the least restrictive environment.	Environment can be accommodated for students, but environments are not selected in advance.
All students with disabilities are qualified for FAPE.	Otherwise, qualified, in college, means that the student must meet all entrance and academic requirements, whether they receive accommodations or not.
School provides services such as physical therapy, occupational therapy, transportation, and personal care	The student is responsible for securing needed personal services.

Comparison of Special Education and Section 504 of the Rehabilitation Act of 1973

	Secondary	Section 504
Education		
Legislation	Individuals with Disabilities Act 2004 (IDEA)	Section 504 of the Rehabilitation Act of 1973
Identification	The public agency is required to identify all individuals under Child Find.	The consumer is required to self-identify as a person with disabilities to the public agency
Evaluation	The public agency is required to conduct an evaluation to determine eligibility for special education services for any individual suspected of having a disability	The consumer is required to provide documentation of his/her disability to be determined to be eligible for vocational rehabilitation services.
Eligibility Determination	Eligibility is determined by meeting the criteria for one of the disability categories identified by IDEA and State Board Policy 74.19, including having a disability that has adverse educational impact and needing special education services to progress in the general education curriculum.	Eligibility is determined by having a physical or mental impairment that constitutes or results in a substantial impediment to employment and needing vocational rehabilitation services to prepare, secure, retain, or regain employment.

Role of IEP Committee Members in Transition Planning

Student's Role

Beginning no later than age 14, or earlier if appropriate, students with disabilities should participate in the development of their individualized education programs. During IEP Committee meetings, students should take an active role in selecting their graduation option and determining the needed courses of study based on their desired post-school outcomes.

Child's invitation to the IEP Committee Meeting	
The child was invited to IEP meeting.	<input type="checkbox"/> Yes <input type="checkbox"/> No

The secondary transition plan should be developed based on the child's strengths, preferences, and interests. Children with disabilities, when turning 14, and at the discretion of their parents, should be invited to attend the IEP Committee meeting when the child's transition goals, services, exit options, and course of study are to be discussed.

Students with disabilities must learn and use self-determination/self-advocacy skills to become active participants in making educational decisions that will affect their future. The student must learn to identify his/her strengths and needs and understand his/her rights.

The student should:

- Participate actively in all discussions and decisions.
- Communicate his/her strengths, preferences, and interests.
- Communicate his/her areas where help is needed.
- Communicate how he/she is doing in classes and what accommodations, modifications, and supports are needed to be successful in the general education classes.
- Communicate how he/she is doing with his/her community experiences and what accommodations, modifications, and supports are needed to be successful in those environments.
- Take the opportunity to lead his/her own IEP meetings. This participation will likely require coaching, training, and practice.

Parents' Role

Parents must be advocates for their children. They are responsible for keeping the Committee focused on the student's transitional needs and goals. Parents have many responsibilities in transition and should:

- Learn all they can about the post-high school options and resources available to the student.
- Discuss with the student his/her future goals.
- Determine how much assistance the student will need to acquire independence.
- Share information with the IEP Committee about the student's strengths, needs, and preferences.
- Assist the student in the development of self-advocacy skills.
- Provide supplemental support for the student, e.g., providing transportation to and from a job site if appropriate.
- Ensure the IEP goals are being accomplished.
- Ensure academic advisement is provided for students choosing postsecondary education as a post-school outcome.
- For students not bound for postsecondary education, ensure their IEP addresses community-based vocational training/mobility and travel training/community-based life skills instruction.
- Help ensure needed curriculum adaptations and environmental modifications are made.
- Monitor student's progress on goals stated in the IEP and transition plan.

School's Role

The special education teacher should:

- Provide information on the student's strengths, past achievements, and progress on the current IEP.
- Provide strategies for effectively teaching the student, including appropriate accommodations and/or modifications, so the student can successfully access and progress in the general curriculum.
- Suggest courses of study and educational experiences that relate to the student's preferences and interests and that provide a foundation and skills to help the student achieve his or her desired post-school goals.
- Identify needed related services.
- Provide appropriate input into transition service needs and postsecondary agencies, services and/or supports and incorporate those into the IEP.
- Link students and parents to the appropriate post-school services, supports, or agencies before the student exits high school.
- Coordinate all the people, agencies, services, or programs in the transition planning.

The regular education teacher should:

- Assist in planning the courses of study in the general curriculum that will assist the student in achieving his or her desired postsecondary goals.

- Assist in identifying and providing needed modifications, adaptations, and supports for school personnel to assist the student in the regular education setting and on state- and district-wide assessments.
- Assist in identifying and providing needed positive behavioral strategies or interventions to assist the student in the regular education setting

Agency Representative's Role

The DCS representative should:

- Support the special and general education staff.
- Allocate the necessary resources to ensure the IEP is implemented.

Interagency Representative's Role

The interagency representative should:

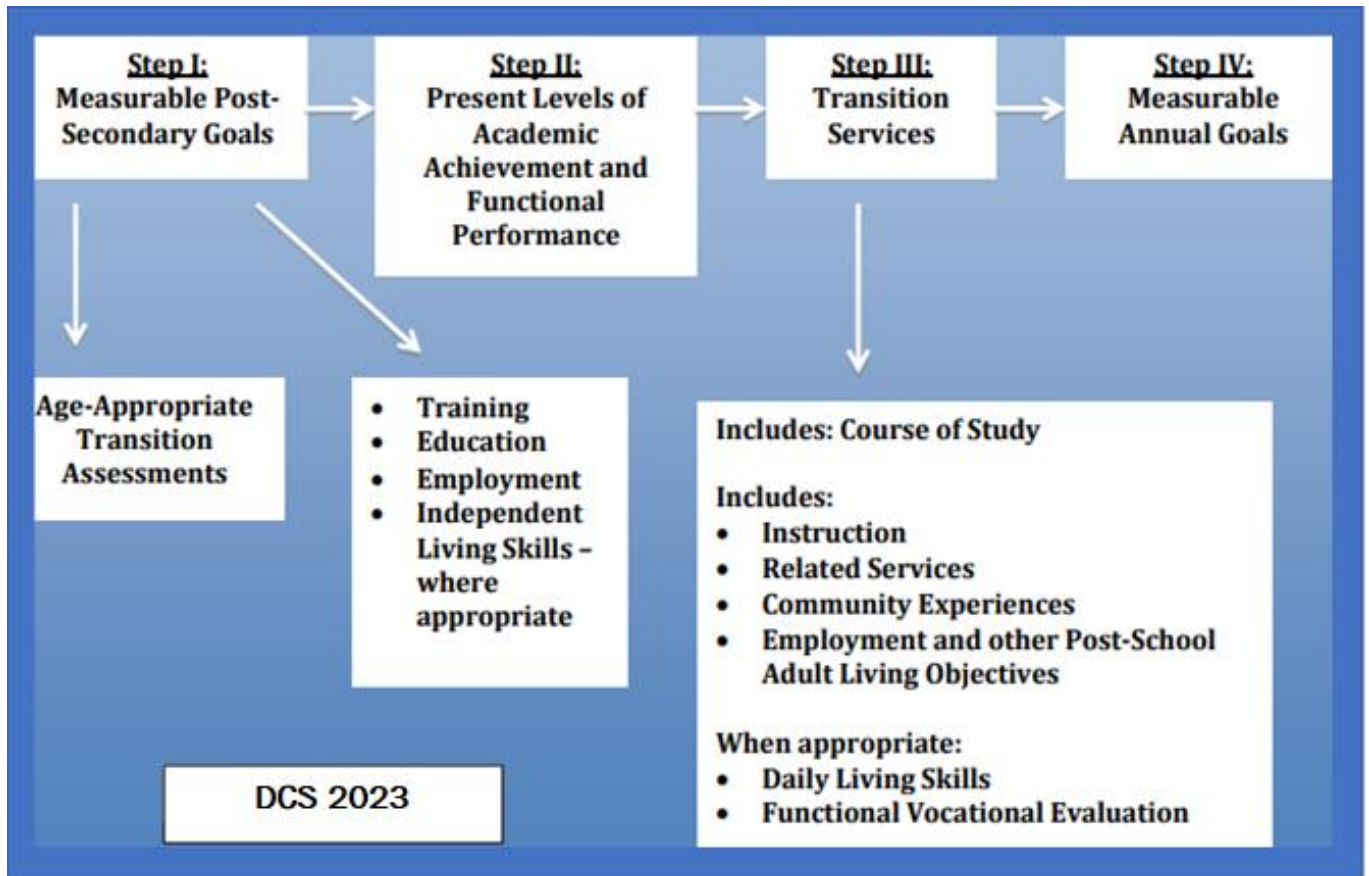
- Provide information about services and eligibility criteria for community or adult services and supports (e.g., college support services and financial aid, vocational rehabilitation services, family services, social security work incentives).
- Help explain the differences between the entitlement of school programs and eligibility of adult services.
- Assist in identifying community or adult services that may help the student achieve their post-school goals.
- Assist the student and his or her family in application processes for supports and services at colleges, training institutions, or adult services, as appropriate.
- Alert families and the school to potential waiting lists for services.
- As appropriate, provide services to the student prior to exiting the school system

Best Practices for Student-Directed IEPs:

- Provide instruction in the classroom setting on self-determination/self-advocacy skills and skills related to understanding the purpose of the IEP process.
- Provide instruction on the legal rights of an individual with a disability and the impact of having a disability.
- Provide instruction on the transition services required under **IDEA**.
- Include students with disabilities in the development of their four-year Academic and Career Plan in Major Clarity.
- Role-play IEP meetings to help students understand the IEP process and requirements.
- Encourage students to advocate and conduct their IEP Committee meetings.
- Assist students with preparation for IEP meeting (e.g., organize notes, create agenda or Power Point).

- Encourage students to communicate with school personnel to monitor progress toward the IEP goals.

Transition Planning: The Process



Age-Appropriate Transition Assessments

IDEA 2004 requires a student’s measurable postsecondary goals to be based upon chronological age-appropriate assessments related to training, education, employment, and, where appropriate, independent living skills [§300.320(b)(1)].

SBE Policy 74.19 requires the use of age-appropriate transition assessments to develop appropriate measurable postsecondary goals in education/training, employment, and, where appropriate, independent living skills. The Council for Exceptional Children’s Division on Career Development and Transition defines transition assessment as an “...ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.

Assessment data serves as the common thread in the transition process and forms the basis for defining goals and services to be included in the IEP.”

Formal and/or informal age-appropriate transition assessments **must** be used to identify a student’s needs, preferences, and interests as they relate to the demands of current and future working, education, living, and personal and social environments. Age-appropriate transition assessments **must** be updated annually. At least one age-appropriate transition assessment **must** be listed for each postsecondary goal developed. Transition assessments should describe the types of skills and knowledge the student needs to develop to achieve his/her postsecondary goals. Assessments should be selected based on the information needed to create an effective transition plan for the student. Examples of age-appropriate assessments that are useful for transition planning include: assessments of adaptive behavior/daily living skills, aptitude tests, achievement tests, interest inventories, temperament inventories, self-determination assessments, transition planning inventories, and career maturity and employability tests.

Results of the age-appropriate assessments used for transition planning should be included in the Present Levels of Academic Achievement and Functional Performance (PLAAFP) and assist the IEP Committee in prioritizing possible postsecondary goals. Transition assessments form the basis for defining goals and services included in the IEP.

Age-Appropriate Transition Assessments				
Transition Assessment <i>(including child and family survey or interview)</i>	Assessment Type	Responsible Agency/Person	Date Conducted	Report Attached
Education/Training <i>(Required)</i>				
Employment <i>(Required)</i>				
Independent Living <i>(If Appropriate)</i>				

1. **Assessment Type:** Record the assessment used to develop the child’s postsecondary goals. Examples: student survey, parent survey, Major Clarity, career interest inventory, TABE, i-Ready
2. **Responsible Agency/Person:** Record the agency/person responsible for assessing the child. Examples: DCS/Caseload Teacher’s Name or other district staff
3. **Date Conducted:** Identify the date(s) of any assessment conducted. Assessments must be conducted before the development of appropriate measurable postsecondary goals and must be less than one year old.
4. **Report Attached:** Place a “Y” for yes to indicate the report summarizing the results for the assessment(s) is in the student’s Green Transition Folder behind the current IEP or “N” for no to indicate the report can be found in the student’s cumulative file but a copy

has not been added to the Transition Folder. The report of the assessment should include the date(s) of the assessment(s); name, title of examiner(s), informants, and observers; results of the assessment(s); and a summary of the interpretations of the assessments and implications for the child’s education/training, employment, and, where appropriate, living skills.

Resources for Formal and Informal Assessments:

There are two types of assessments: formal and informal assessments. Formal assessments are standardized tests that have specific procedures for administration, scoring and interpreting, and are generally compared to other students. Informal assessments are not as structured, nor are they compared to other students.

Formal Assessments	Examples
Adaptive Behavior / Daily Living Skills – help identify the type and amount of support a student may need	Vineland Adaptive Behavior Scales AAIDD Diagnostic Behavior Scale AAMR Adaptive Behavior Scales Adaptive Behavior Inventory Functional Behavior Assessment
Aptitude Tests – measure skills and abilities	Armed Services Vocational Aptitude Battery OASIS-III Aptitude Survey Wiesen Test of Mechanical Aptitude Test of Adult Basic Education (TABE)
Achievement Tests - measure learning of general or specific academic skills.	Woodcock Johnson Test of Achievement Kaufman Test of Educational Achievement ACT District and Statewide Assessments
Interest Inventories – provide information about student’s preferences for certain careers, occupational activities, or types of work	Individual Career and Academic Plan (iCAP) Department of Labor www.onetcenter.org My Future http://www.myfuture.com/careers/
Intelligence Tests – assesses a student’s cognitive performance	Wechsler Intelligence Scale for Children Wechsler Adult Intelligence Scale Stanford-Binet Intelligence Scale
Self-Determination Assessments - assess a student’s readiness to make decisions related to his/her postsecondary ambitions	AIR Self-Determination Assessment

Informal Assessments	Examples
<p>Interviews/Questionnaires – used for the purpose of gathering information to be used to determine a student’s strengths, needs, preferences, and interests relative to anticipated post-school outcomes.</p>	<p>Parent Interviews and Surveys Student Interviews and Surveys Work Samples MDE Future Planning Inventory</p>
<p>Direct Observation – also called community based or situational assessment; it’s an observation of the student’s performance within the natural environment, or school, employment, postsecondary, or community setting.</p>	<p>Task Analysis</p>
<p>Curriculum-based Assessments - designed by educators to gather information about a student’s performance in a specific curriculum and to develop instructional plans.</p>	<p>Life-Centered Career Education Brigance Life Skills Inventory Brigance Transition Skills Inventory Brigance Employability Skills Inventory i-Ready Benchmark Assessments</p>
<p>Transition Planning Inventories - identify transition strengths and needs in various aspects of adult living, including employment, postsecondary schooling and training, independent living, interpersonal relationships, and community living</p>	<p>Major Clarity Learning Styles Assessment Major Clarity Career Interest Inventory Casey Life Skills http://lifekills.casey.org/</p>
<p>Students with Significant Cognitive Disabilities – tools to assess preferences, strengths, needs, and skills of students who will need pervasive and extensive supports to achieve postsecondary goals.</p>	<p>Preference Indicators http://www.ou.edu/content/education/centersand-partnerships/zarrow/transition-assessment--severe-disabilities.html</p> <p>Pictorial Career Interest Inventory http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/220/Pictorial_Interest_Inventor_tory_template_Boces.pdf</p> <p>Community Based Skills Assessment https://www.autismspeaks.org/sites/default/files/documents/familyservices/community_assessment_tool_kit.pdf</p>

Present Levels of Academic Achievement and Functional Performance

The Present Levels of Academic Achievement and Functional Performance (PLAAFP) provide the IEP Committee a snapshot of a student’s abilities at the time the IEP was developed. The IEP Committee must identify where the student is functioning (strengths and needs) in relationship to what he/she plans on doing after exiting high school. The PLAAFP must include the results of any age-appropriate assessments used to determine strengths, needs, interests, and preferences.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE
<p>Student's Strengths, Preferences, and Interests</p> <p><i>Levels of performance should reflect the following and include current data sources: 1) the student's current performance in math and reading, 2) the strengths, both academic and functional, of the student; 3) a description of the student's social, behavioral, and/or emotional skills; 4) the student's interests; 5) the student's preferences; 6) <u>If the student is 14 years or older, how the student's level of academic and functional achievement will affect the pursuit of postsecondary goals. If preschool, include developmentally appropriate activities.</u></i></p> <hr/> <p><i>Current performance in math and reading:</i></p> <p><i>Academic and functional strengths:</i></p> <p><i>Social, behavioral, and/or emotional skills:</i></p> <p><i>Interests:</i></p> <p><i>Preferences:</i></p> <p><i>Developmentally appropriate activities:</i></p>
<p>Impact of Disability and Student Needs (Critical Skills and Behaviors or Developmentally Appropriate Activities)</p> <p><i>Levels of impact and needs should reflect the following and include current data sources: 1) the direct impact of the student's disability in accessing or progressing in the general curriculum (reading and math curriculum, behavior, and functional activities (if the student has a reading deficit, the student's Individual Reading Plan content should be included); 2) the gap for the student academically, functionally, and/or developmentally and how this compares to his peers; 3) any needed accommodations and/or modifications; 4) if preschool, age-appropriate developmental skills the student is lacking compared to peers; 5) <u>transition skills—describe how the effects of the disability will impact postsecondary transition; and 6) content of the EL student's Language Service Plan, if applicable.</u></i></p> <hr/> <p><i>Impact of Disability in accessing/progressing in general curriculum</i></p> <p><i>Academic, functional, and/or developmental gap</i></p> <p><i>Accommodations and/or Modifications</i></p> <p><i>Age-appropriate developmental skills lacking (if preschool)</i></p> <p><i>Transition skills</i></p> <p><i>Language Service Plan (if EL student)</i></p> <p><i>List data sources relative to describing the student's needs and impact of his/her disability (e.g. progress monitoring, observations, assessments, etc.).</i></p>

Examples of strengths, preferences, and interests related to postsecondary expectations:

- Based on a career interest survey and student interview, Pam enjoys working with children in her church nursery. She would like to live on campus while attending college to pursue a degree in early childhood education. Eventually, Pam wants to open her own childcare center. Her determination and positive attitude will help her attain her postsecondary goals
- Based on student interview and Major Clarity Career Interest Inventory completed in September of 2022, Doug shows an aptitude for creative writing. He would like to pursue a career in journalism or writing short stories. After graduating high school, Doug plans to go to college and live on campus in the dorm.

Examples of how the effects of the disability will impact postsecondary transition:

- Pam has difficulty comprehending content-related informational texts. She benefits from receiving vocabulary words and definitions prior to lessons. Pam's difficulty with understanding new material presented in content-specific classes may impact her ability to successfully complete college-level courses with large amounts of required text.
- Doug needs to continue working on his organization skills in math and science. He often falls behind on assignments. After graduating high school, Doug plans on attending Mississippi State and majoring in journalism and communication. Doug's lack of organizational skills may impact his ability to meet the demands of college and his chosen career. As a journalist, he will need to set goals, organize his day, and meet timelines.

Postsecondary Goals

Postsecondary goals are the desired outcomes for a child after he/she leaves high school in the areas of employment, education/training, and, where appropriate, independent living skills. These goals must be appropriate, measurable, and related to his/her strengths, preferences, and interests. The IEP Committee must review postsecondary goals annually and revise if needed based on the student's strengths, preferences, and interests.

Appropriate measurable postsecondary goals must be developed based on information gained through age-appropriate assessments. **The IEP Committee must develop at least one annual IEP goal AND identify at least one transition service for each postsecondary goal.**

Postsecondary Goals		Related IEP Goal(s) #
<i>Specify appropriate measurable postsecondary goals as identified by the child, parent(s) and IEP Committee. Postsecondary goals are based upon age-appropriate transition assessments related to employment, education and/or training, and, where appropriate, independent living skills.</i>		
Education/Training (Required)		
Employment (Required)		
Independent Living (If Appropriate)		

Questions to consider when determining postsecondary goals:

- Where and how is the student going to continue to learn and/or develop skills after graduation/exit from high school?
- Where is the student going to work or engage in productive activities after graduation/exit from high school?
- Where is the student going to live and how is he or she going to access adult services, participate in the community, and have fun after graduation/exit from high school?

Examples of Postsecondary Education or Training Outcomes:

- Community College
- University
- Vocational Training Program
- Career/Technical School
- GED
- Apprenticeship/Internship
- Job Corp
- On-the-Job Training with Vocational Rehabilitation
- Independent Livings Skills Training
- Job Coach 21

Examples of Postsecondary Employment Outcomes:

- Competitive Employment
- Supported/Integrated Employment
- Customized Employment
- Military
- Volunteer Work
- Full-Time Employment
- Part-Time Employment

Examples of Postsecondary Independent Living Outcomes:

- Use public transportation independently or with support
- Live independently with a roommate

- Supported living
- Participate in community-based activities
- Attend sporting events
- Monitor medications
- Assist with personal care

Writing Measurable Postsecondary Goals

Postsecondary goals identify an outcome, not a process or activity. The following are NOT measurable examples:

- The student plans to...
- The student hopes to...
- The student wishes to...
- The student would like to...
- The student wants to...

The following formula from NSTTAC provides a guideline for writing measurable postsecondary goals:

_____ **will** _____
 (After high school) (The student) (Behavior) (Where and how)
 (After graduation)
 (Upon completion of high school)

Note: Only use “graduation” if the student is receiving a general education diploma.

***(Upon exiting high school)**

*** Note: Upon exiting high school is used for student’s receiving an Alternate Diploma and Certificate of Completion.**

Examples of Postsecondary Goals

Education/Training:

- After high school, Zack will enroll in the LPN program at Lincoln Community College with supports from disability services.
- After graduation, Sarah will enroll in Mississippi State University to obtain a degree in business.
- Upon completion of high school, Tom will complete a CPR course to volunteer at the fire department.
- After high school, Amy will receive on-the-job training with a job coach to prepare for integrated employment.
- Upon completion of high school, Andrew will attend a pre-vocational day center with an adult curriculum focused on gaining independent living skills and vocational skills.

Employment:

- After high school, William will obtain a supported employment position with a job coach to prepare for future integrated employment.
- After graduation, Allison will obtain a part-time job as a lifeguard while attending college.
- Upon completion of high school, Joel will work full-time in the sports industry.
- After high school, Marie will volunteer in the nursery at her church.
- After graduation, Greg will work part-time with a job coach in the dining hall at his college.

Independent Living:

- After high school, Jennifer will continue to live with her parents and participate in her daily care routines to the maximum extent possible.
- Upon completion of high school, Ben will maintain a budget, pay his own bills and save money in preparation to share an apartment with a friend.
- Upon completion of high school, Nancy will live in an apartment and participate in community activities with supports.
- After high school, Kevin will use his augmentative communication device at home and in the community to communicate his needs and wants with familiar and unfamiliar people.
- After high school, Emily will use her self-determination skills to ask for needed supports in her college courses.

Transition Services

Transition services are defined by IDEA as a coordinated set of activities for a child with a disability that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
- Is based on the individual child's needs, considering the child's strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation. [§34 CFR 300.43 (a)].

The type and amount of transition services will differ from student to student. At least one transition service must be identified for each measurable postsecondary goal. ALL transition services, activities, and/or assessments should be documented on the *DCS Transition Portfolio Body of Evidence (BOE)* (APPENDIX ST:E) and kept in the students green folder. The BOE should be updated throughout the school year and required items initialed by the parent annually when going over the Transition Plan.

Note: List of Coordinated Set of Activities and Strategies (see Appendix C) has examples of transition services for each area of need.

To identify appropriate transition services, the IEP Committee needs to consider (5):

- What services, supports or programs does the student CURRENTLY need?
- What services, supports or programs will the student need IN THE FUTURE to achieve his/her post-school goals?
- Is the student linked to the needed postsecondary services, supports, or programs before he/she leaves the school setting?

Instruction:

Formal or informal instruction to impart knowledge and skills needed to achieve postsecondary goals. For example:

- Attend tutoring sessions at school
- Participate in self-advocacy training
- Complete a computer skills class
- Receive instruction in self-management related to behavior
- Enroll in driver's education course
- Enroll in career technical program

Related Services:

Specifies related services needed for successful transition to post-school life and what the student will need to access those services. For example:

- Visit community mental health agencies in the area
- Identify potential post-school providers for recreation therapy, occupational therapy, speech therapy, or physical therapy
- Apply for home-based waiver
- Apply for Supplemental Security Income (SSI)
- Use augmentative communication device in a work setting
- Receive orientation and mobility training in a work setting

Community experiences:

Specifies activities or experiences generally provided off school campus and to prepare student for participation in community life. For example:

- Develop skills to grocery shop independently
- Complete job shadowing experiences
- Tour postsecondary institutions
- Explore leisure and recreation activities in the community
- Investigate participation in community civic organizations or sports teams
- Practice banking and budgeting skills

Employment objectives and functional vocational evaluation:

Specifies activities focused on development of work-related behaviors, career exploration, skills training, and any assessments needed to provide information about career interests, aptitudes, and skills. For example:

- Join career-related school clubs such as Future Business Leaders of America
- Register to vote
- Take the ASVAB
- Meet with Supported Employment agencies to evaluate their services
- Learn about legislation identifying the rights of adults with disabilities (i.e., the Americans with Disabilities Act and Section 504 of the Rehabilitation Act) to appropriately self-advocate
- Meet with counselor from Vocational Rehabilitation

Acquisition of daily living skills and other post-school adult living objectives:

Specifies activities focused on development of skills adults need in everyday life. For example:

- Identify services provided by banks
- Enroll in child development class
- Learn about managing/maintaining/performing simple repairs on a home
- Manage daily schedule
- Enroll in culinary arts class
- Register to vote

Transition Services	
<i>Transition services may include instruction, related services, community experiences, development of employment and other post-school adult living objectives, and acquisition of daily living skills to be provided before graduation to support the child in achieving his/her postsecondary goals.</i>	
Instruction (e.g., accommodations, tutoring, skills training, prep for college exam)	
<i>List the activities the school, child, parent and any outside agency(ies) will do to help the child reach the stated post-secondary goal(s). Specify any outside agency(ies) that will provide transition services.</i>	
Related Services (e.g., parent(s), technology, transportation, medical services, supported services)	
<i>List the activities the school, child, parent and any outside agency(ies) will do to help the child reach the stated post-secondary goal(s). Specify any outside agency(ies) that will provide transition services.</i>	
Development Of Employment Objectives and Functional Vocational Evaluation (e.g., career planning, guidance counseling, job and career interests, aptitudes and skills)	
<i>List the activities the school, child, parent and any outside agency(ies) will do to help the child reach the stated post-secondary goal(s). Specify any outside agency(ies) that will provide transition services.</i>	
Community Experiences (e.g., Jr. institutions)	
<i>List the activities the school, child, secondary goal(s). Specify any ou</i>	
Acquisition Of Daily Living Skills and Other Post-School Adult Living Objectives (e.g., self-care, home repair, health and safety, money management, registering to vote, adult benefits planning, independent living)	
<i>List the activities the school, child, parent and any outside agency(ies) will do to help the child reach the stated post-secondary goal(s). Specify any outside agency(ies) that will provide transition services.</i>	

1. **Instruction:** List any instructional activities related to a postsecondary goal completed by the school, child, parent, and/or outside agencies.
2. **Related services:** List any activities that address access to postsecondary related services needed to meet postsecondary goals. Activities may be completed by the school, child, parent, and/or outside agencies.
3. **Community experiences:** List any activities conducted outside of school that will prepare students to meet postsecondary goals. Activities may be completed by the school, child, parent, and/or outside agencies.
4. **Development of employment objectives and functional vocational evaluation:** List any activities conducted by the school, child, parent, and/or outside agencies to assist the child in achieving his/her employment postsecondary goals or determining career interests, aptitudes, and skills.
5. **Acquisition of daily living skills and other post-school adult living objectives:** List any instruction or experiences provided by the school, child, parent, and/or outside agencies to assist the child in functioning independently as an adult.

Course of Study

A course of study is the list of courses the child requires to achieve his/her desired exit option. The child’s course of study contains the sequence of courses the child needs to achieve her/his postsecondary goals. The child’s general education teacher and guidance counselor must be involved in the collaborative decision-making process for determining the child’s course of study. Like the child’s desired postsecondary goals, the child’s course of study must be

determined based on the child's strengths, interests, and preferences. When selecting the course of study for the child, the IEP Committee must consider the specific requirements for each exit option and the specific entry requirements for the postsecondary college or career selected. For example, if a child's postsecondary goal is to attend a college or university immediately after high school, he/she must have a course of study leading to a standard high school diploma and/or complete a GED program in lieu of a diploma. If a child's postsecondary goal is to enlist in the military, he/she should have a course of study leading to a standard high school diploma as the military rarely accepts applicants with a GED without additional college coursework and/or a high Armed Services Vocational Aptitude Battery (ASVAB) score. If a child's postsecondary goal is to become a commercial driver, the child's course of study will depend upon both the specific exit option selected and the postsecondary training program pursued. As some commercial driver training programs require a standard high school diploma or GED while others do not, the child may be able to exit with a standard high school diploma, MS Alternate Diploma, or Certificate of Completion and still pursue his/her postsecondary goal depending upon the entry requirements of the commercial driver training program selected.

The course of study that supports the child's postsecondary goals are based on the federal list of employment types. They include:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, Media, and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution, and Logistics

Additional options for children who meet the criteria for having a significant cognitive disability (SCD) include:

Supported Employment	Daily Living Activities	Customized Employment
----------------------	-------------------------	-----------------------

When selecting the child's course of study, ask:

- What is the child's postsecondary goal(s) in education and what course of study will appropriately prepare the child to succeed in his/her chosen postsecondary educational or training program?
- What is the child's postsecondary goal(s) in employment and in what career cluster is the child's desired employment?
- What course of study will appropriately prepare the child to succeed in his/her chosen postsecondary career or employment option and/or to complete any required degree, certification, or training program for his/her desired career?
- What classes support the child in obtaining his/her desired exit option?
- What classes are available that support the child's efforts to achieve his/her desired postsecondary goals in education, employment, and, if applicable, independent living?
- Do the child's projected classes for the course of study have prerequisite classes that will need to be sequenced?

1. **Course of Study:** Check the box of the career cluster for the child's course of study.
2. **Additional Options (SCD only):** For a child who meets the criteria for SCD and who is not pursuing a course of study aligned with one of the career clusters in [1], check the box that identifies the child's course of study (i.e., supported employment, daily living activities, or customized employment). If the child does not meet the criteria for an SCD, leave this section blank.

Course Of Study
<i>Select the course of study that supports the Student's postsecondary goals:</i>
Student's Invitation to the IEP Committee Meeting
The student was invited to the IEP meeting. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Interagency Linkages

Interagency linkages are developed with agencies and/or their representative(s) who are currently involved with the child or family or are likely to become involved in providing support or services once the child exits high school and transitions into postsecondary education/training, employment, and the community. Representatives

of these agencies may be able to provide critical information to assist the IEP Committee in planning for secondary transition and/or to provide transition services. Written parental consent must be obtained prior to inviting an agency representative to attend an IEP Committee meeting or to become an IEP Committee member.

In Mississippi, agencies commonly involved in transition planning or services include:

- Vocational Rehabilitation Agency (VR): Funded by Federal and State monies, VR agencies typically operate regional and local offices and provide assistance to people with cognitive, sensory, physical, or emotional disabilities to attain employment and increased

independence. VR services are available for a limited time based on an individual’s rehabilitation plan.

- **Mental Health Agencies:** Funded by Federal, State, and (primarily) local monies, mental health agencies, operated out of regional offices, provide a comprehensive system of services responsive to the needs of individuals with mental illness or Intellectual Disabilities on a sliding payment scale.
- **Independent Living Centers (ILC):** Operated locally, ILCs help people with disabilities achieve and maintain self-sufficient lives within the community. Some services, such as classes, may require fees; however, other services, such as advocacy services, are typically available at no cost.
- **Social Security Administration (SSA):** Funded by Federal monies, the SSA operates several programs that provide benefits for people of any age who are unable to do substantial work and have severe mental or physical disabilities, including Social Security Disability Insurance (SSDI), Supplemental Security Income (SSI), Plans to Achieve Self-Support (PASS), Medicaid, and Medicare.
- **Department of Health:** Funded by Federal and State monies, health departments assist individuals with physical or mental disabilities obtain employment and live more independently through the provision of counseling, medical and psychological services, job training, and other individualized services.
- **The Mississippi Council on Developmental Disabilities:** Funded by the Federal Administration on Developmental Disabilities, the MSCDD supports nine area programs for children and parents of children with disabilities: Child Care, Community Supports, Education and Early Intervention, Employment, Health, Housing, Transportation, Quality Assurance, and Recreation.

The IEP must list any agencies currently involved or that are likely to become involved with the child/family who can provide information or services related to education or training, employment, and, where applicable, independent living. Written parental consent must be obtained before inviting any representative of one of these agencies to the IEP Committee meeting.

Interagency Linkages (Participating Agencies)		
<i>List any agencies/person(s) (a) currently involved with the student or family, (b) who can provide needed information to the IEP Committee and/or (c) likely to become involved in providing support or services after the student exits high school and transitions to the community, employment and/or postsecondary education/training. Written parental consent must be obtained before inviting any agency/person(s) likely to be responsible for providing/paying for transition services.</i>		
<input type="checkbox"/> Education/Training:	<input type="checkbox"/> Employment:	<input type="checkbox"/> Independent Living:
TRANSFER OF RIGHTS		
I have been informed of my rights under Part B of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, as amended, that will transfer to me when I reach the age of majority (21 years of age).		
<i>(Signatures are obtained on Final IEP Page)</i>		

Annual IEP Goals Aligned to Transition

The IEP Committee must develop at least one annual IEP goal for each postsecondary goal. Annual IEP goals should help the student make progress towards his/her postsecondary goals. Measurable annual goals have four components: (a) condition, (b) behavior, (c) criteria, and (d) timeframe. *

Condition	Behavior	Criteria	Timeframe
Given real world problems and visual fraction models	Blake will compute fractions with unlike denominators involving adding, subtracting, and dividing	with 70% accuracy in 4 out of 5 trials	in 36 weeks.

Postsecondary goals for education/training:

After high school, Zack will enroll in the LPN program at Lincoln Community College with support from disability services.

Annual IEP goal aligned to education/training postsecondary goal:

By March 2024, when given a grade-level informational text, Zack will identify and determine the meaning of denotative and connotative words and phrases with 75% accuracy in 36 weeks. (RI.9.4)

Explanation:

Zack will need to improve his reading skills to graduate with a regular diploma and meet the entrance requirements for college. Reading skills will also be an essential component in his college classes.

Postsecondary goals for employment:

After high school, William will obtain a supported employment position with a job coach to prepare for future integrated employment.

Annual IEP goal aligned to employment postsecondary goal:

By March 2024, during community-based work experiences, when given a task with 3 or more steps, William will follow verbal directions, stay on-task, and complete the task with 2 or fewer verbal prompts in 4 out of 5 trials.

Explanation:

Following directions and completing tasks will be critical skills for employment.

Postsecondary goals for independent living:

Upon completion of high school, Scott will participate in his community by using self-determination skills.

Annual IEP goal aligned to independent living goal:

By March 2024, while in the community at a variety of settings (store, restaurant, gym), Scott will identify appropriate people to ask for information related to setting and use his communication device to ask one question and make one response in 4 out of 5 consecutive trials.

Explanation:

Scott will need to improve his self-determination and communication skills to navigate his community independently.

*Additional guidance for writing measurable annual IEP goals can be found in the IEP Development Guidance on the MDE website.

MEASURABLE ANNUAL GOAL		
Goal #	Measurable Annual Goal	MOM
Obj. #	Short-Term Instructional Objectives/Benchmarks (STIO/B)	
1		
2		
3		
4		
5		

Exit Options

One of the most important decisions the IEP Committee will make for a child with a disability is identifying his/her exit option. The range of postsecondary education, training, and employment opportunities to which the child will be able to gain access will be greatly impacted by the exit option selected. This decision will have lifelong implications for the child as well as his/her family and community.

Exit Options	
<i>Exit options must be reviewed with the parent and the student, as appropriate, before completing this section. Check the exit option determined appropriate for the student.</i>	
<input type="checkbox"/> Traditional Diploma <input type="radio"/> Career and Technical Endorsement <input type="radio"/> Academic Endorsement <input type="radio"/> Distinguished Academic Endorsement <input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> High School Equivalency <input type="checkbox"/> Mississippi Alternate Diploma

Diploma Options

Mississippi has two diploma options: The Traditional Diploma and the Alternate Diploma. The Traditional Diploma is for all students. The Alternate Diploma is an option for students with a Significant Cognitive Disability (SCD).

Alternate Diploma Point of Clarity:

- The Alternate Diploma may be given up through the time the student is eligible for FAPE.
- A student does not have to exit if he/she has completed the requirements for the alternate diploma by 18. Students with disabilities are eligible for FAPE through age 20.

ALTERNATE DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	• Alternate English I-IV
Mathematics	4	• Alternate Math I-III • Alternate Algebra
Science	2	• Alternate Biology • Alternate Science II
Social Studies	2	• Alternate History • Alternate Social Studies
Physical Education	½	
Health	½	• Alternate Health
The Arts	1	
Career Readiness	4	• Career Readiness I-IV (Strands: Technology, Systems, Employability, and Social)
Life Skills Development	4	• Life Skills Development I-IV
Electives	2	
Total Units Required	24	

Requirements

- Students who have met the criteria of having a Significant Cognitive Disabilities (SCD) may participate in a program of study to earn the Alternate Diploma.
- Students are required to participate in the Mississippi Academic Assessment Program-Alternate Assessment (MAAP-A) and achieve a level of Passing or Proficient.
- The state defined Alternate Diploma is included in graduation rates in the same manner as a traditional diploma.
- Students with an Alternate Diploma must contact the postsecondary institution to determine eligibility for Ability to Benefit (ATB).

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TRADITIONAL DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I
Science	3	• Biology
Social Studies	3½	• 1 World History • 1 U.S. History • ½ U.S. Government • ½ Economics • ½ Mississippi Studies
Physical Education	½	
Health	½	
The Arts	1	
College and Career Readiness	1	• See the Mississippi Public School Accountability Standards for implementation options.
Technology or Computer Science	1	
Electives	5 ½	
Total Units Required	24	

Requirements

- Student should identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission.
- For early release, students must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a Silver level on ACT WorkKeys or SAT equivalency sub scores). Alternately, a student must meet ALL of the following:
 - Have a 2.5 GPA
 - Passed or met all MAAP assessments requirements for graduation
 - On track to meet diploma requirements
 - Concurrently enrolled in Essentials for College Math and/or Essentials for College Literacy OR another higher-level mathematics course and/or another higher-level English Language Arts course; or currently enrolled/earned credit for Comp. I and/or College Algebra

Recommendations

- For early graduation, a student should successfully complete an area of endorsement.
- A student should take a math or math equivalent course the senior year.

ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II + two (2) additional above English II
Mathematics	4	• Algebra I + two (2) additional math courses above Algebra I
Science	3	• Biology + two (2) additional science courses above Biology
Social Studies	3½	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
The Arts	1	
College and Career Readiness	1	• See the Mississippi Public School Accountability Standards for implementation options.
Technology or Computer Science	1	
Electives	7 ½	• Must meet two (2) advanced electives of the College Preparatory Curriculum (CPC) requirements for MS IHLs
Total Units Required	26	

Additional Requirements

- Earn an overall GPA of 2.5.
- Two (2) elective courses must meet MS IHL CPC requirements.
- Earn Mississippi IHL and community college readiness benchmarks (ACT sub scores 17 English and 19 Math as approved by postsecondary for non-remediation at most community colleges or IHL college-ready courses in senior year, or the SAT equivalency subscore).
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
 - One AP course with a C or higher and take the appropriate AP exam
 - One Diploma Program-IB course with a C or higher and take the appropriate IB exams
 - One dual credit course with a C or higher in the course

DISTINGUISHED ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II + two (2) additional above English II
Mathematics	4	• Algebra I + two (2) additional math courses above Algebra I
Science	4	• Biology + two (2) additional science courses above Biology
Social Studies	4	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
The Arts	1	
College and Career Readiness	1	• See the Mississippi Public School Accountability Standards for implementation options.
Technology or Computer Science	1	
Electives	8	• Must meet two (2) advanced electives of the College Preparatory Curriculum (CPC) requirements for MS IHLs
Total Units Required	28	

Additional Requirements

- Earn an overall GPA of 3.0.
- Two (2) elective courses must meet MS IHL CPC recommended requirements.
- Earn national college readiness benchmarks on each subtest established by ACT of 18 in English and 22 in Math or SAT equivalency subscore as defined by IHL.
- Earn four additional Carnegie Units for a total of 28.
- Must successfully complete one of the following:
 - One AP course with a B or higher and take the appropriate AP exam
 - One Diploma Program-IB course with a B or higher and take the appropriate IB exams
 - One dual credit course with a B or higher in the course

January 2023

CAREER AND TECHNICAL ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	• English I • English II
Mathematics	4	• Algebra I
Science	3	• Biology
Social Studies	3½	• 1 World History • ½ Economics • 1 U.S. History • ½ Mississippi Studies • ½ U.S. Government
Physical Education	½	
Health	½	
The Arts	1	
College and Career Readiness	1	• See the Mississippi Public School Accountability Standards for implementation options.
Technology or Computer Science	1	
CTE & Technical	4	• Must complete a four-course sequential program of study
Electives	3 ½	
Total Units Required	26	

Additional Requirements

- Earn an overall GPA of 2.5.
- Earn Silver level on ACT WorkKeys.
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
 - One dual credit
 - Work-Based Learning
 - Earn a State Board of Education-approved national credential
 - One (1) AP, Diploma Program-IB, or Cambridge (AICE) course aligned to their career pathway. Students must earn a C or higher and take the appropriate exam

There are options for students with disabilities completing high school and **NOT** earning a diploma given below.

Certificate of Completion

A Certificate of Completion is not a high school diploma or an Alternate Diploma, but rather an acknowledgement of the student's participation in and completion of his/her Individualized Education Program (IEP). * Students eligible to receive a Certificate of Completion must fall into one (1) the following categories:

1. Students without a Significant Cognitive Disability at the end of 8th grade who:
 - a. Are 16 years old or older; AND
 - b. At least three or more grade levels below their peers in reading and math; AND
 - c. Have a signed statement from the parent that they understand that the Certificate of Completion is not a standard diploma and will not meet the requirements for entry into any career or postsecondary opportunity that requires a diploma.

2. Students with a Significant Cognitive Disability at the end of 8th grade who:
 - a. Have extremely limited or no receptive and expressive communication skills; AND
 - b. Have a signed statement from the parent that they understand that the Certificate of Completion is not a standard diploma and will not meet the requirements for entry into any career or postsecondary opportunity that requires a diploma.

3. Students with or without a Significant Cognitive Disability at the end of their third school year of high school (six semesters) who:
 - a. Have not earned at minimum of 3 English credits, 3 math credits, 2 science credits, 2 social studies credits, and 5 electives; AND
 - b. Have a signed statement from the parent and student that they do not wish for the student to be given services through age 20 and understand that the Certificate of Completion is not a standard diploma and will not meet the requirements for entry into any career or postsecondary opportunity that requires a diploma; AND
 - c. Have evidence of three or more years of intensive intervention to earn Carnegie Units.

The student's IEP committee determines the course of study for the Certificate of Completion. Areas of instruction should be developed based on the needs of the individual student. Course work could include, as appropriate for the student:

- Intensive remediation in deficit area skills
- Career preparation courses

- Life skills courses

Requirements:

- Students earning the certificate of completion must have completed at least four years of high school or be at least 19 years of age at the time of graduation.
- All students are required to participate in the Mississippi Academic Assessment Program.

Challenges:

- Do NOT keep students in middle school until they are 16 so that they can go certificate route.
- Do make plans to provide intensive remediation with documentation for students.
- Do remember that modifications are allowed, and students can still earn Carnegie Units. Sample modifications include lower reading level passages and memory aid fact charts

When selecting the child's exit option, ask:

- What is the child's postsecondary goal(s) for education and what exit option is required for the child to gain entry into that type of educational program?
- What is the child's postsecondary goal(s) for employment and what preparation and/or certification is required to gain entry into the career field?
- Is a particular exit option required to gain entry into the career field?
- Is completion of a degree, certification, or training program required for the child's desired career or employment option?
- How many requirements for each exit option has the child currently met?
- How much time does the child have to meet the remaining requirements before turning twenty-one (21) years of age and aging out of eligibility for special education services?

Exit options must be reviewed with the parent and child before making the determination or listing it on the child's IEP.

DeSoto County Schools Exit Option Fact Sheet (Appendix F) must be reviewed **AT LEAST** annually with parents and students once a child is transition age. Additionally, it is encouraged to complete the Exit Option Fact Sheet any time a change in exit options is being discussed. An option should be selected and all criteria for that option initialed by the parent. If Certificate of Completion is selected, the category under which the student is eligible should also be selected and initialed by both the parent and student.

Changing Graduation Options

When considering the diploma/exit option for a student with a disability, the IEP Committee should review the student's long-term goals as it relates to education, and/or employment and independent living goals to ensure that the appropriate diploma/exit option and course of study are selected. The IEP Committee should always begin with the view that one of the Standard High School diploma choices would be first, as it is the least restrictive option and affords the student greater postsecondary outcomes. All options should be based upon the data specific to the individual learner, always taking into consideration the student's interests and preferences. Whenever there is indecision regarding which diploma/exit option would be the most appropriate for the student, the IEP Committee is strongly encouraged to select the higher of the options being considered. The IEP Committee should review the diploma/exit option selected annually for changes needed to the student's course of study and/or program supports. Please note that changes in diploma options in the student's high school program may result in additional time needed to obtain the credits required to graduate.

Transfer of Rights

Beginning at least one year before the child reaches the age of majority under State law at twenty-one (21) years of age, the student's IEP must include a statement that the student has been informed that his/her rights under IDEA will transfer to the child on reaching the age of majority. If the public agency receives notice of the student's legal incompetency, so that no transfer of rights to the student at age twenty-one (21) occurs, the IEP need not include the statement.

Summary of Performance

When students exit from special education, public agencies are required to provide them with a Summary of Performance (SOP) to facilitate their transition to desired postsecondary settings.

- Summary of Performance: Public agencies will ensure that an SOP is designed for the student who will exit with a standard high school diploma or due to exceeding the age of eligibility. It provides a summary of academic achievement and performance along with recommendations concerning how to assist the student in meeting postsecondary goals. The SOP is to assist the student in the transition from high school to higher education, training and/or employment. (See Appendix G for example.)
- If a student is receiving a Certificate of Completion or exiting with a MS Alternate Diploma but not aging out, then you will not hold a SOP meeting but instead hold an Exit IEP meeting (see Appendix I for Exit IEP Checklist) to review/revise the current IEP and

document the student is exiting with a MS Alternate Diploma or a Certificate of Completion. Do NOT complete a *Change in Placement Due to Completion from High School* because students with disabilities who have not graduated with a traditional high school diploma still have entitlements to FAPE until they reach the age at which eligibility ceases under the requirements within the state. Age 21 in Mississippi.

Transition Portfolios:

At the end of the SOP meeting give the student the following items:

- A **copy** of the finalized IEP with documentation of the SOP meeting.
- A **copy** of the SOP.
- A **copy** of the most recent evaluation data.
- A **copy** of the *Notice of Change in Placement Due to Completion from High School* (Appendix J).
- A **copy** of the Prior Written Notice.
- The Transition Folder (green) with all the **original** assessments and documentations and a **COPY** of the *DCS Transition Portfolio Body of Evidence* (Appendix E).

At the end of the SOP meeting keep the following documents in the yellow folder:

- The **original** SOP.
- The **original** DCS Transition Portfolio Body of Evidence.
- The **original** *Change of Placement Due to Completion of High School*.
- The **original** Prior Written Notice.
- The **original** finalized IEP with documentation of the SOP meeting.
- A copy of **ALL** of this will be uploaded to EdPlan after you hold the meeting.

***The originals will be placed in the student's yellow folder.**

Evaluating Your Transition IEP Using Indicator 13

The Mississippi Department of Education, Office of Special Education has identified the Indicator 13 Checklist (see Appendix B) as the tool to evaluate your transition IEP. Indicator 13 measures "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 Committee meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Committee

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))

The checklist asks the following questions:

- Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?
- Are the postsecondary goals updated annually?
- Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?
- Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?
- Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?
- Are there annual IEP goals related to the student's transition service needs?
- Is there evidence the student was invited to the IEP Team meeting where transition services were discussed?
- If appropriate, is there evidence a representative of any participating agency was invited to the IEP Committee meeting with the prior consent of the parent or student who has reached the age of majority?

** In Mississippi, transition services must be addressed by age 14.*

Considerations for Students with Significant Cognitive Disabilities

Secondary transition for students with significant cognitive disabilities (SCD) can be challenging. It is best practice to begin identifying transition needs and addressing those needs early, especially for students classified as having an SCD.

The following are some guided questions when addressing transition for students with significant disabilities.

1. Can the young adult express interests? If no, get information from parents and caregivers to develop transition plan.
2. What are special health care needs?
3. What equipment is necessary to meet the needs of the student?
4. What are needs/challenges preventing the young adult from working outside the home?
5. Who can provide education/training to assist the young adult?
6. What can the young adult accomplish without assistance?
7. In what areas does the young adult need assistance?
8. What else could the young adult accomplish if assistance were provided by a job coach, habilitation training specialist (HTS), or another caregiver?

Best practice indicates that a person-centered planning approach is one of the best ways to address secondary transition for students with disabilities, especially for those with significant cognitive disabilities. A person-centered plan is “an individualized approach that helps the person with developmental disabilities discover what he or she really wants. It is transformational, moving from an approach geared towards fixing or solving problems, to one focused on providing opportunities, avenues for self-actualization, personal freedom, meaningful interdependence, and community involvement (7).” There are a variety of person-centered planning tools, including but not limited to Making Action Plans (MAPs), Planning Alternative Tomorrows with Hope (PATH), Essential Lifestyle Planning (ELP), and Personal Futures Planning (PFP).

Person-Centered Planning

There are four (4) steps to Person-centered Planning modified from the article *Person-Centered Planning: A Tool for Transition* (8):

1. Choosing a Facilitator
2. Preparing for the Planning Meeting
3. Holding the Meeting
4. Planning and Strategizing at Follow-Up Meetings

Step 1: Choosing a Facilitator

The facilitator is the individual that is trained to facilitate the person-centered process. He/she needs to be a good listener who is willing to work creatively to help shape the dreams of the student by discovering the capabilities of the student. The facilitator needs to be able to identify community resources and have the ability to engage those resources on behalf of the student.

Step 2: Preparing for the Planning Meeting

It is important to identify the key individuals in the student’s life and invite those individuals to the planning meeting, and to identify a date, location, and time for the meeting. The facilitator and family should meet prior to the planning meeting to make those decisions. At the preparation meeting, the family will:

- Identify key individuals in the student’s life they want to invite to the meeting.

National Center on Secondary Education, and PACER Center. "Parent Brief." *Promoting Effective Parent Involvement in Secondary Education and Transition*. N.p., February 2004. Web. 15 Apr. 2013.

- Identify a date, time, and location for the person-centered planning meeting and additional follow-up meetings.
- Discuss strategies that increase participation of all individuals involved.
- Decide who will take the lead in gathering information about the student.
- Determine which person-centered planning process will be used (e.g., MAPs, PATH, ELP, PFP).
- Develop a history or personal life story or profile of the student. This includes, but is not limited to, critical events, medical issues, major developments, important issues, and important relationships.
- Describe the quality of the student's life by exploring the following: community participation, community presence, choices/rights, respect, and competences.
- Describe the personal preferences of the student.

Step 3: Holding the Meeting

During the meeting, the participants will:

- Review the personal profile and make additional comments and observations.
- Identify ongoing events that are likely to affect the focus person's life (e.g., medical conditions).
- Share visions for the future. Brainstorm ways to increase outcomes for the student.
- Identify obstacles and opportunities that give the vision a real-life context.
- Create an action plan that identifies what needs to be done, what materials/equipment are needed, who will do it, when the actions will occur, and when the participants will meet again. It is best to identify steps that can be completed in a short period of time.

Step 4: Planning and Strategizing at Follow-Up Meetings

After the meeting, the participants should begin implementing the action plan. This can require participants to be creative and problem-solve depending on the required actions. Periodically, the team needs to meet to discuss what parts of the plan are working and what parts are not working. By the conclusion of the follow-up meeting, the participants must identify next steps, which include what needs to be done, who will do it, when the actions will occur, and when the participants will meet again.

For each follow-up meeting, the team must:

- Identify participants for the follow-up meetings.
- Identify a date, time, and location for the follow-up meetings.
- List all activities that had occurred previously
- List all challenges and barriers that occurred.

- Brainstorm new ideas and strategies for the future.
- Set priorities for the next agreed-upon time period (e.g., 6 months, 12 months). Establish renewed commitment of participants.
- List five (5) to ten (10) concrete steps for each participant to follow.
- Always celebrate the success!

Customized Employment

The United States Department of Labor, Office of Disability and Employment Policy (ODEP) defines customized employment as follows: Customized employment means individualizing the employment relationship between employees and employers in ways that meet the needs of both. It is based on an individualized determination of the strengths, needs, and interests of the person with a disability, and is also designed to meet the specific needs of the employer. It may include employment developed through job carving, self-employment, entrepreneurial initiatives, or other job development or restructuring strategies that result in job responsibilities being customized and individually negotiated to fit the needs of individuals with a disability. Customized employment assumes the provision of reasonable accommodations and supports necessary for the individual to perform the functions of a job that is individually negotiated and developed. (Federal Register, June 26, 2002, Vol. 67, No. 123 pp. 43154–43149).

Customized employment is an individualized approach to vocational supports and services: one person at a time. It is a negotiation between a job seeker, his/her representative, and an employer. Many times, the negotiation begins with the potential of employment without there being an open position. Customized employment tailors a job based on skills, interests, strengths, and support needs of the job seeker to meet specialized needs of the employer.

According to Griffin-Hammis, LLC (9), the principal hallmarks and activities of customized employment include:

- Identifying specific job duties or employer expectations that are negotiated with employers.
- Targeting individualized job goals to negotiate based on the needs, strengths, and interests of the employment seeker.
- Meeting the unique needs of the employment seeker and the discrete, emerging needs of the employer.
- Starting with the individual as the source of information for exploring potential employment options.
- Offering representation, as needed, for employment seekers to assist in negotiating with employers.
- Occurring in integrated, non-congregate environments in the community or in a business alongside people who do not have disabilities.

- Resulting in pay at least the prevailing wage (no sub-minimum wages).
- Creating employment through self-employment and business ownership.
- Facilitating an amalgam of supports and funding sources that may include Workforce Investment (One---Stops/Career Centers), Vocational Rehabilitation (VR), Medicaid, Community Rehabilitation Programs (CRPs), schools, Social Security (SSA), families, and other partners coordinated in ways to meet the needs of the individual (Griffin & Hammis, 2005; Callahan, 2005; Condon, 2004).

ICF International (*Customized Employment Works Everywhere*) identified four essential components to customized employment. They are as follows:

1. **Discovery:** The process of gathering information from the job seeker to determine his/her interests, skills, and preferences as it relates to potential employment and the development of a customized job.
2. **Job Search Planning:** The process of analyzing the data to create a plan for meaningful employment, identifying a list of potential employers, and analyzing benefits.
3. **Job Development and Negotiation:** Working with the job seeker and potential employer to negotiate the customized job, the provision of supports, and the terms of employment that will match the job seekers interests, skills, and preferences.
4. **Post-Employment Support:** Setting up post-employment supports and monitoring the employment relationship to ensure satisfaction of both the employee and the employer.

Customized employment may take the form of 11:

- **Task reassignment:** Some of the job tasks of current workers are reassigned to a new employee. It typically takes the form of job creation, whereby a new job description is negotiated based on current, unmet workplace needs.
- **Job carving:** An existing job description is modified — containing one or more, but not all, of the tasks from the original job description.
- **Job sharing:** Two or more people share the tasks and responsibilities of a job based on each other's strengths.
- **Self-Employment:** This allows for an individual to receive assistance in the creation of an independently owned small business (typically a microenterprise, under five employees). The business is based on the strengths and dreams of an individual and the unmet need of a local market while incorporating the individualized planning and support strategies needed for success.

10 ICF International. *Customized Employment Works Everywhere*. N.p.: ICF International, n.d. U.S. Department of Labor, Oct. 2009. Web. 7 May 2013.

11 "Customized Employment Fact Sheet." - *Statewide Autism Resources and Training*. Grand Valley University, n.d. Web. 08 May 2013.

Transition Services Through Vocational Rehabilitation

The Transition Services Program works with eligible secondary school students with disabilities to enable them to transition from school to subsequent work environments. Vocational Rehabilitation (VR) works cooperatively with the Mississippi Department of Education and local school districts in planning and implementing a variety of programs designed to provide training and assistance for students with disabilities to support them in making the difficult transition from school to work.

CAREER EXPLORATION AND EMPLOYABILITY SKILLS PROGRAM

The VR Transition Counselor and the classroom teacher work together to implement a curriculum that students with disabilities may participate in. This program assists students with a range of services from interviewing skills to appropriate workplace dress attire. VR teaches this curriculum as agreed upon by school personnel and provides technical assistance, materials as needed, and progress in various areas of performance.

JOB READINESS TRAINING

This program is provided at a community rehabilitation program (CRP). The focus of this program is to provide students with disabilities an opportunity to do actual work in a structured environment. Students receive pay, training, vocational assessment, and work evaluation.

VOCATIONAL TECHNICAL TRAINING

Some students with disabilities may choose to participate in the regular Vocational-Technical Programs (welding, auto body repair, etc.) through the school system. These students may also receive vocational assessment and evaluation through VR.

DCS begins explaining MDRS services no later than age 14. DCS begins offering parent(s)/guardian(s) and the student the *MDRS Pre-ETS Referral* (Appendix K) at age 14. The referral form must be completed, and the parent/guardian must sign *Authorization to Use and/or Disclose Educational and Protected Health Information* (Appendix L) for DCS to collaborate and share educational information about the student with MDRS (see Appendix K for *MDRS Referral Checklist*).

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APPENDICES

Appendix ST. A	Top 10 Highlights for Secondary Transition
Appendix ST. B	Indicator 13
Appendix ST. C	List of Coordinated Transition Services
Appendix ST. D	Transfer of Functional Skills Checklist
Appendix ST. E	DCS Transition Portfolio Body of Evidence
Appendix ST. F	DCS Exit Option Fact Sheet
Appendix ST. G	Sample Summary of Performance (SOP)
Appendix ST. H	DCS Summary of Performance Checklist
Appendix ST. I	DCS Exit IEP Checklist
Appendix ST. J	Notice of Change in Placement Due to Completion from High School
Appendix ST. K	MDRS Referral Checklist and Forms
Appendix ST. J	Authorization to Use and/or Disclose Educational Information

Top 10 Highlights for Secondary Transition

- A Transition Plan must be in place by no later than age fourteen (14).
- Graduation/Exit Options should be discussed with the student and parent(s)/guardian(s) as soon as the student is identified as a child with a disability.
- Transition Plans should be reviewed/updated at least once annually.
- There must be at least one postsecondary transition goal for education/instruction, employment, and independent living skills (if needed). Each goal must have a direct correlation to at least one annual IEP goal.
- Written Parental Permission must be given before any person/agency, who is not an agent of the LEA can be invited to the Transition IEP meeting.
- Postsecondary goals must be based upon an age-appropriate transition assessment. The results of this assessment must be listed in the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP) section of his/her IEP.
- A Transition Plan must include the courses of study and the courses must match the selected Graduation/Exit Option determined by the student's IEP Committee to be appropriate for the individual student.
- There must be documentation which demonstrates the student was invited to participate in the Transition IEP meeting.

Indicator 13 Checklist

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))

	# IEPs Y	# IEPs N
1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills? Can the goals be counted? Will the goals occur <i>after</i> the student graduates from school? Based on the information available about this student, do the postsecondary goals seem appropriate for this student? • If <i>yes</i> to all three guiding questions, then count as Y OR if a postsecondary goal is <i>not</i> stated, count as N.		
2. Are the postsecondary goals updated annually? Were the postsecondary goals addressed/ updated in conjunction with the development of the current IEP? • If <i>yes</i> , then count as Y OR if the postsecondary goals were <i>not</i> updated with the current IEP, count as N.		
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)? Is the use of transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student’s file? • If <i>yes</i> , then count as Y OR if <i>no</i> , then count as N.		
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals? Do the transition services listed in the student’s IEP that the student needs to reach the postsecondary goals include, as needed, <i>instruction, related service(s), 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 vocational evaluation</i> ? • If <i>yes</i> , then count as Y OR if <i>no</i> , then count as N.		
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals? Do the transition services include courses of study that align with the student’s postsecondary goals? • If <i>yes</i> , then count as Y OR if <i>no</i> , then count as N.		
6. Is (are) there annual IEP goal(s) related to the student’s transition services needs? Is (are) an annual goal(s) included in the IEP that is/are related to the student’s transition services needs? • If <i>yes</i> , then count as Y OR if <i>no</i> , then count as N.		
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? 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, (e.g. a letter inviting the student to the meeting)? • If <i>yes</i> , then count as Y OR if <i>no</i> , then count as 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? 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 the postsecondary goals? Was prior consent obtained from the parent (or student who has reached the age of majority)? • If <i>yes</i> to both, then count as Y. • If <i>no</i> 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 count as 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, count as Y. • If parent or individual student consent (when appropriate) was <i>not</i> provided, count as Y.		

Instructions for Completing the Indicator 13 Checklist

1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?
 - Find the postsecondary goals for this student.
 - If there are appropriate measurable postsecondary goals that address Training after high school, Education after high school, and Employment after high school, and (where appropriate) independent living Skills after high school and if the identified postsecondary goals for Training, Education, and Employment, and (where appropriate) Independent Living Skills appear to be appropriate for the student, based on the other information regarding Present Levels of Academic and Functional Performance and / or the student’s strengths, preferences, and interests, count as Y.
 - If a student’s postsecondary goals in the areas of Training and Education, address both training for a career and other education after high school (e.g., enrollment in an adult education program focused on both job and independent living skills; enrollment in a college program in preparation for a career in architecture), count as Y.
 - “It may not always be necessary for the student to have separate postsecondary goals for training and education in these instances. Based on the individual needs of the student and the student’s plans after leaving high school, it may be reasonable for an IEP Team to interpret the areas of training and education as overlapping in developing postsecondary goals for a student. In these instances, an IEP Team could develop a combined postsecondary goal in the areas related to training and education. Employment is a distinct activity from the areas related to training and education, and each student’s IEP must include a separate postsecondary goal in the area of employment. For further information see *Questions and Answers on Secondary Transition*, Revised September 2011, OSEP, Retrieved <http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C10%2C>)
 - If there are postsecondary goals that address Training after high school, Education after high school, and Employment after high school, and (where appropriate) Independent Living Skills after high school, but these goals are not measurable, count as N.

- If there is misalignment between the student’s postsecondary goals, based on the information available (e.g., present levels of performance, student strengths, student interests, student preferences), count as N.
 - If there is not a postsecondary goal that addresses Training after high school, count as N.
 - If there is not a postsecondary goal that addresses Education after high school, count as N.
 - If there is not a postsecondary goal that addresses Employment after high school, count as N.
2. Are the postsecondary goal(s) updated annually?
- If the postsecondary goals for Training, Education, Employment, and where appropriate Independent Living Skills are documented in the student’s current IEP, count as Y.
 - If the postsecondary goals for Training, Education, Employment, and where appropriate Independent Living Skills are not documented in the student’s current IEP, count as N.
 - If this is the student’s first IEP that addresses secondary transition services because the student just turned 16, it is considered an update for purposes of this checklist, so count as Y.
3. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?
- Find where information relates to assessment(s) and the transition component on the IEP (either in the IEP or the student’s file).
 - For each postsecondary goal, if there is evidence that at least one age-appropriate transition assessment was used to provide information on the student's needs, strengths, preferences, and interests regarding the postsecondary goals count as Y
 - For each postsecondary goal, if there is no evidence that age-appropriate transition assessment(s) provided information on the student’s needs, taking into account the student’s strengths, preferences, and interests [regarding the postsecondary goals,] count as N.
 - If a postsecondary goal area was addressed in item #1, but was not measurable and if there is age-appropriate transition assessment information, from one or more sources, regarding the student’s needs, considering the student’s strengths, preferences, and interests [regarding this postsecondary goal], count as Y.

- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is not age-appropriate transition assessment
 - information provided on the student's needs, considering the student's strengths, preferences, and interests [regarding this postsecondary goal], count as N.
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?
- Find where transition services/activities are listed on the IEP.
 - For each postsecondary goal, is there a transition service such as instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of a functional vocational evaluation) listed that will enable the student to meet the postsecondary goal, count as Y.
 - For each postsecondary goal, if there is no transition service that relates to a specific postsecondary goal, (a) type of instruction, (b) related service, (c) community experience, (d) development of employment and other post-school adult living objective, (e) if appropriate, acquisition of a daily living skill, or (f) if appropriate, provision of a
 - functional vocational evaluation listed in IEP that will enable the student to meet the postsecondary goal, count as N.
 - If a postsecondary goal area was addressed in item #1, but was not measurable and there is a transition service that will enable the student to meet that postsecondary goal, count as Y.
 - If a postsecondary goal area was addressed in item #1, but was not measurable and there is no transition service listed that will enable the student to meet that postsecondary goal, count as N.
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?
- Locate the course of study (instructional program of study) or list of courses of study in the student's IEP.
 - Are the courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goals? If yes, go to next instruction bullet. If no, count as N.
 - Do the courses of study align with the student's identified postsecondary goals? If yes, count as Y. If no, count as N.

6. Is (are) there annual IEP goal(s) that is (are) related to the student's transition service needs?
- Find the annual goals, or, for students working toward alternative achievement standards, or States in which short-term objectives are included in the IEP, short-term objectives on the IEP.
 - For each of the postsecondary goal areas counted as Y in question #1, if there is an annual goal or short-term objective included in the IEP related to the student's transition service needs, count as Y.
 - For each of the postsecondary goals mentioned in question #1, if there is no annual goal or short-term objective included in the IEP related to the student's transition service needs, count as N.
 - If a postsecondary goal area was addressed in #1, but was not measurable, and an annual goal is included in the IEP related to the student's transition service needs, count as Y
 - If a postsecondary goal area was addressed in #1, but was not measurable, and there is no annual goal included in the IEP related to the student's transition service needs, count as N.
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
- Locate the evidence that the student was invited, (e.g., a copy of the student's invitation to the IEP conference). Was the student invitation signed (by the LEA) and dated prior to the date of the IEP conference? If yes, count as Y. If no, count as N.
8. If appropriate, is there evidence that a representative of any participating agency [that is likely to be responsible for providing or paying for transition services] was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?
- Find where persons responsible and/or agencies are listed on the IEP.
 - Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If yes, continue with next instruction bullet. If no, count as NA.
 - Was parent consent or student consent (once student has reached the age of majority) to invite an outside agency (ies) obtained? If yes, continue with next instruction bullet. If no, count as NA.
 - If a postsecondary goal area was addressed in item #1, but was not measurable

and there is evidence that agency(ies) for which parent/student had given their consent to invite, were invited to the IEP meeting to discuss transition, count as Y.

- If a postsecondary goal area was addressed in item #1, but was not measurable and there is no evidence that agency(ies) for which parent/student had given their consent to invite, were invited to the IEP meeting to discuss transition, count as N.
- If it is too early to determine if this student will need outside agency involvement, count as NA.

Examples of Coordinated Set of Transition Services

Instruction

Community Experiences

Employment

Related Services

Post School and Adult Living Skills

Acquisition of Daily Living Skills

Functional Vocational Assessment

Suggested Transition Activities for “Instruction”

Activities/strategies listed in this area have to do with “instruction,” whether that is a formal or informal imparting of knowledge or skills. The activities/strategies can include, but are not limited to, such things as:

1. Collect information regarding the student’s desired postsecondary educational involvement
2. Investigate graduation status and follow-up
3. Visit college campuses and meet with student support services
4. Enrollment in a tech-prep program
5. Enrollment in a cooperative education course
6. Learn about Section 504 of the Rehabilitation Act and Americans with Disabilities Act
7. Explore admission requirements for possible part-time enrollment at a Vocational/Technical School
8. Learn about the process for accessing apartments for rent
9. Obtain information on continuing and adult education opportunities
10. Enroll in Self-Advocacy/Self-Awareness Studies
11. Enroll in career and vocational education/vocational English
12. Take occupation specific courses
13. Enroll in an adult living course
14. Enroll in an internship/apprenticeship program
15. Participate in extracurricular activities such as _____
16. Enroll in Adult/Continuing Education courses such as _____
17. Enroll in Community College courses such as _____
18. Enroll in parenting classes
19. Learn financial management-money skills
20. Learn about time management
21. Practice negotiation skills for job raises, car purchases, etc.
22. Access tutoring services in school or through a private agency
23. Write an information interview letter to the disabilities resource coordinator at a postsecondary school of interest
24. Complete a learning styles inventory to identify preferences and strength modes
25. Take a GED pre-test
26. Apply for a Big Brother/Big Sister to help with homework and mentoring
27. Take a CPR/First Aid course
28. Enroll in a SAT prep course
29. College prep: courses, ACT/SAT, application
30. Learn about community agencies that provide services and support to people with disabilities
31. Tour post school occupational training program
32. Obtain, complete, and submit applications to colleges of choice

33. Research college scholarship opportunities
34. Obtain, complete, and submit applications for tuition assistance programs
35. Enroll in and take classes through the local County Extension Program
36. Special Education supports in identified classes
37. Apply for and take modified ACT testing
38. Take driver's education
39. Learn and practice self-advocacy
40. Learn about employability skills and schedule a work experience
41. Develop work readiness skills and vocational English

Suggested Transition Activities for “Community Experiences”

Activities/strategies listed in this area emphasize activities/strategies that are generally provided outside the school building and that prepare the student for participation in community life. These activities should encourage the student to participate in the community, including government, social, recreational, leisure, shopping, banking, transportation, or other opportunities.

1. Able to get to relevant community resources (health care facilities, bank, library, laundromat, postal services, church, restaurant, hair stylist)
2. Uses relevant community resources (health care facilities, bank, library, laundromat, postal services, church, restaurant, hair stylist)
3. Able to make and keep own appointments
4. Able to identify appropriate resource for problem solving
5. Demonstrates appropriate social behaviors in the community (tipping, asking for assistance, standing in line, being quiet in relevant situations)
6. Demonstrates an understanding of cost saving techniques (comparison shopping, sale prices, discount stores versus department stores)
7. Able to get around in the community (driver's license/vehicle, public transportation, maps/schedules/asking for directions)
8. Develop a realistic plan for addressing postsecondary housing needs and demonstrates the ability to secure housing (understands cost of different types of housing, housing contracts, process of relocating)
9. Has applied for residential services

Appendix ST.C

10. Able to understand purchasing options and pay for large purchases in the community (credit cards, loans)
11. Demonstrates an understanding of basic insurance needs and where to purchase coverage
12. Finds specified areas with his/her own school and neighborhood
13. Understands relevant community signs (Men, Women, Do Not Enter, Danger)
14. Accesses services and items which have a constant location (restrooms, classrooms, school, ordering counters, ticket booths, bus stops)
15. Selects and orders his/her own food in restaurants
16. Safely crosses streets including those with traffic lights
17. Locates needed items in grocery store
18. Recognizes and understands cost and pays for small purchases in the community
19. Knows the dangers of accepting assistance or goods from strangers
20. Uses a pay phone
21. Able to respond to emergency situations in the community (miss the bus, contact with strangers, being lost)
22. Able to identify the locations of and get to social service agencies (employment agencies, rehabilitation services, social services, adult services)
23. Practice banking, budgeting, and shopping skills
24. Use public transportation or get a driver's license
25. Join local organization or club
26. Register to vote, learn how to vote
27. Explore new ways to use leisure time
28. Identify any supports needed to participate in activities
29. Knowledgeable about banking options: checking, savings, etc.
30. Identified specific community facilities to join for recreation/leisure services
31. Identified specific recreation/leisure activities of choice and can participate independently
32. Identified activities of choice to do with family members or friends
33. Identified activities of choice to do with a provider
34. Participates with group activities supported by a provider
35. Investigate participation in church/temple or social/recreation events
36. Learn about and visit potential places in the community to shop for food, clothes, etc.
37. Investigate youth volunteer programs at the library
38. Investigate youth volunteer programs at the hospital
39. Investigate participation in community sports teams or organizations (softball, bowling, etc.)

40. Join a community recreation center or YMCA
41. Learn about the community theater group
42. Learn about the community horticultural club
43. Learn about the community historical preservation society
44. Identify different living/housing options
45. Tour apartments for rent
46. Investigate participation in community civic and social organization (Lions Club, Jaycees, Kiwanis, and Civitan etc.)
47. Obtain a state identification card or driver's license
48. Join a community team or organization (church group, bowling league, etc.)
49. Learn to ride a skateboard, roller blade, bike, or other outdoor activity
50. Observe a courtroom or jury duty process
51. Register for classes with city parks and adaptive recreation programs
52. Register with Selective Service
53. Understands and able to participate in the voting process.
54. Tour colleges and technical schools

Suggested Transition Activities for “Employment”

Activities/strategies listed in this area focus on development of work-related behaviors, job seeking and keeping skills, career exploration, skill training, apprenticeship training, and actual employment.

1. Collect information regarding the student's desired employment and career interests for adult life beyond college and/or postsecondary vocational training
2. Work towards obtaining a license to become a _____
3. Meet with adult workers in the career field of _____
4. Participate in a career awareness program
5. Participate in a community-based career exploration program
6. Explore possible summer employment through the Summer Youth programs
7. Meet with supported employment agencies to identify and evaluate their services
8. Participate in a supported employment job experience
9. Learn about the county one-stop career centers
10. Obtain information and/or apply for youth apprenticeship program
11. Complete the online application for DVR
12. Schedule a visit with the local DVR office to determine eligibility for services
13. Meet with a DVR counselor to develop an Individualized Plan for Employment (IPE)

14. Write a Plan for Achieving Self-Support (PASS) and submit it to Social Security to obtain funding for starting a business
15. Learn more about the voucher for Ticket to Work (for SSI beneficiaries) and interview providers
16. Contact the state Commission for the Blind and Visually Impaired to obtain employment services
17. Register with Employment Services
18. Take the ASVAP
19. Visit the labor organization offices for a local union
20. Practice completing job applications and interviewing skills
21. Obtain a paid job in an area of interest
22. Conduct an informational interview with military branch officers
23. Memorize your Social Security number
24. Attend transition fair or career fair at school and/or in the community
25. Research through O'Net careers, qualifications and specifications, and key words for resume development
26. Obtain a list of providers to DVR who conduct person-centered planning, job development and placement, and job coaching
27. Draft resume, cover letters, and thank you notes for after interviews
28. Meet with a Job Corps counselor
29. Participate in job shadowing
30. Observe job site and develop a task analysis for job activities
31. Purchase clothes for job interviews
32. Meet with armed forces recruiter
33. Exhibit punctuality
34. Understand factors which influence job retention, dismissal, and promotion
35. Respond appropriately to verbal correction from others
36. Maintain a productive work rate
37. Follow directions without complaint
38. Maintain appropriate work habits when supervisor is not present
39. Demonstrate the skills necessary to perform successfully in a job interview
40. Accurately complete a job application
41. Have a variety of successful community-based work experience
42. Participate in chores at home
43. Visit possible employment sites
44. Volunteer in your community
45. Learn how to interview, write resumes, cover letters, and do a job search
46. Get a part-time job in your area of interest

47. Go on informational interviews with employers
48. Learn your strengths and skills
49. Demonstrate good attendance
50. Demonstrate appropriate hygiene and grooming
51. Recognizes the need to eventually support himself/herself
52. Understands how work provides opportunity to develop personal relationships
53. Understands how work contributes to self-confidence
54. Understands how workers contribute to society
55. Understands a paycheck
56. Responds appropriately to authority figures
57. Understands that some jobs do not require further education
58. Understands the relationship between specific jobs and the education required
59. Able to access various resources for assistance in job searching want ads, employment agencies, online resources
60. Demonstrate the necessary interpersonal skills to work with others (good listening skills, good verbal communication skills)
61. Able to locate and complete information for grants, loans, scholarships
62. Able to schedule and follow through on college/tech school visits

Suggested Transition Activities for “Related Services”

Activities/strategies in this area should consider the current and projected related service needs of the student. This area of the statement of needed transition services is not for specifying the needed related services for the next school year. Related services for the coming school year should be addressed in another section of the IEP. Rather, the context of related services in this statement has to do with determining if the related service needs will continue beyond school, helping to identify who or what agency might provide those services, helping to identify how the student and parent can access those services and then connecting the student and parent to whomever will provide those services before the student leaves the school system. This type of planning, discussion, and identifying of activities/strategies should make the move from the school being one related service provider to another adult agency or service provider as seamless as possible for students and families.

1. Rehabilitation counseling
2. Orientation and mobility services
3. Any linkages to adult agencies or providers
4. Develop a list of people, phone numbers, etc., who can be resources to you once you leave school. Keep this information in a safe place that you remember!!!

5. Apply at adult support agencies
6. Identify and visit community mental health agencies
7. Identify potential post school providers of related services and funding sources
8. Identify potential post school providers of recreation therapy or occupational therapy and potential funding sources
9. Visit potential post school providers of physical therapy
10. Apply for a mentor through a local, non-profit agency for counseling of substance abuse and delinquency
11. Engage in conversations using an augmentative communication device
12. Receive orientation and mobility training in place of employment
13. Interview a job coach for assistance with learning job tasks
14. Learn about potential post school providers of speech therapy
15. Explore city/county transportation options
16. Apply for eligibility with state transportation program
17. Apply for eligibility with the state division of Mental Health Services
18. Apply for Supplemental Security Income (SSI) from the Social Security Administration (SSA)
19. Write a Plan for Achieving Self-Support (PASS) and submit it to SSA to obtain funding for transportation to and from a job
20. Identify possible sources of support for coping with difficult life situations
21. Obtain a driving capability assessment from _____
22. Interview and select an adult provider
23. Modify vehicle — explore options for modified transportation
24. Complete an assistive technology evaluation
25. Enroll in a delinquency prevention program
26. Obtain new equipment (wheelchair, seating, braces, Assistive Technology, etc.)
27. Line up audiological services for post school
28. Contact college/tech school to arrange for class interpreters
29. Include involvement of school health and social work services

Suggested Transition Activities for “Other Post School and Adult Living Objectives”

Activities/strategies listed in this area emphasize activities/strategies that focus on adult living skills. These are generally those activities that are done occasionally such as registering to vote, filing taxes, obtaining a driver’s license, renting or buying a home, accessing medical services, obtaining and filing for insurance, planning for retirement, and accessing adult services such as Social Security.

Appendix ST.C

1. Collect information regarding the student's desired residential life beyond high school and a residential postsecondary education setting
2. Postsecondary housing options have been identified
3. Application made for postsecondary housing
4. Application made to postsecondary educational options
5. Application made for financial assistance to access postsecondary training/learning options
6. Plan for accessing postsecondary education that matches student's career choice
7. Demonstrates self-confidence (i.e. communicates need for appropriate accommodations, practices self-advocacy skills in a variety of settings, feels good about self)
8. Demonstrates self-awareness (i.e. understanding of physical self; identifies abilities, interests, areas of weakness; understands personal emotions; understands the implications of disability; understands and identifies personal goals)
9. Register to vote and learn about the election process
10. Register for selective service and learn about public service obligations/opportunities
11. Obtain a driver's license
12. Obtain assistance to complete a tax return
13. Explore insurance issues/needs
14. Explore guardianship issues and estate planning
15. Apply for disability card for reduced fees with public transportation
16. Obtain assistance on management of financial resources and legal issues
17. Learn about managing/maintaining/performing simple repairs on a home and obtaining modifications/accommodations
18. Open a bank account and manage finances/budgets/bills
19. Apply for credit cards and manage personal debt
20. Apply for housing assistance (HUD)
21. Apply for consumer education on home buying and informed decision-making
22. Visit adult service providers in the community
23. Learn about expectations for eating in restaurants
24. Obtain information on managing personal health and fitness
25. Meet with a social worker to discuss interpersonal skill development
26. Plan for vacation/leisure activities
27. Learn about consumer skills, rights, and responsibilities
28. Join the local YMCA, YWCA, health club, or community recreation center
29. Obtain information about financial planning and investing
30. Contact the state Commission for the Blind and Visually Impaired to obtain training on independent living

Suggested Transition Activities for “Acquisition of Daily Living Skills”

Daily living skills are those activities that adults do most every day. These can include such things as preparing meals, budgeting, maintaining a residence, paying bills, raising a family, caring for clothing, and/or personal grooming.

1. Visit community agencies that provide daily living skills training to adults
2. Develop a contact list of agencies that provide residential supports in this county
3. Meet with and interview adults with disabilities and their families who are receiving residential supports
4. Register with the Department of Human Services
5. Contact a DHS case manager to be placed on the residential service waiting list
6. Visit/tour a variety of adult housing options with supports
7. Develop a network of informal supports (friends, neighbors, etc.)
8. Explore possible technology and adaptive assistance
9. Develop emergency procedures for use at home
10. Take courses in foods, family life, child development, and life management
11. Understand directions for taking medications
12. Select a primary care physician and dentist
13. Schedule and keep medical appointments
14. File taxes
15. Take childcare classes
16. Take a cooking class
17. Knows where and how to find post school housing
18. Sign up for utilities (gas, water, electric, telephone, cable, etc.)
19. Learn to operate a washer and dryer
20. Visit a local car dealer to determine whether to buy or lease a car
21. Prepare an initial housing budget (down payment, furniture, bath towels, cleansers, utilities, etc.)
22. Cost compare for household items (appliances, linens, etc.)
23. Meet with a doctor to discuss birth control/family planning options
24. Manage daily time schedule
25. Open a checking/savings account
26. Manage money and pay bills
27. Meet with a family financial planner
28. Listen to the weather forecast to plan daily/weekly outings
29. Develop a personal fitness routine

30. Obtain a bank ATM card
31. Visit a bank to discuss a car or school loan
32. Meet with a potential landlord
33. Investigate local insurance companies for automobile and rental or homeowner's insurance
34. Maintain a home or residence interior and exterior
35. Purchase food
36. Prepare meals
37. Purchase clothing and learn how to care for clothes
38. Learn about the physical and personal care of children
39. Learn and practice decision making skills
40. Time management skills
41. Consumer skills
42. Cares for personal toileting needs
43. Dresses and undresses self
44. Able to communicate personal information (i.e., name, address, gender, telephone number)
45. Prepares and serves foods which requires little or no cooking
46. Demonstrates acceptable eating behaviors (i.e., uses utensils appropriately, chews with mouth shut, takes appropriately sized bites, uses napkin, practices good manners)
47. Makes local calls and responds appropriately to incoming calls
48. Dresses appropriately for specific situations (i.e., weather, special events, casual, seasonal)
49. Able to maintain a comfortable room temperature in the home (i.e., open and close windows, adjust thermostat, open and close doors)
50. Chooses and wears clothing appropriate in size, color, patten, and style
51. Demonstrates safety precautions in the home (i.e., use of locks, proper use of appliances)
52. Recognizes when clothing repair is necessary and can either mend the item or arrange for assistance
53. Demonstrates an understanding of words found in the home environment (i.e., on appliances, on medicines, on recipes)
54. Acts responsibly in caring for own and others' property
55. Able to prepare and serve simple foods which require cooking
56. Maintains a neat appearance (i.e., hair style, proper use of make-up, appropriate shaving, clothing)
57. Maintains a clean body (i.e., bathes, uses deodorant, brushes teeth, cares for menstrual needs)

58. Recognizes when specific things need cleaning (i.e., sinks, floors, clothing)
59. Able to determine temperature by reading a thermometer
60. Prepares and serves at least 3 simple meals which require little or no cooking
61. Demonstrates proper judgment in food storage
62. Knows how and when to seek medical assistance
63. Treats minor illnesses (i.e., headaches, nausea, fever, body aches)
64. Maintains own bedroom
65. Performs light household maintenance (i.e., simple repairs, change light bulbs, unclog drain)
66. Demonstrates qualities of a good citizen (i.e., obeys rules and laws, shows consideration for others, respects the environment)
67. Develops a shopping list based on recognized household and personal needs
68. Has an acceptable understanding of concepts related to sexual awareness
69. Sorts, washes, dries, folds, and puts away laundry
70. Performs basic first aid skills (i.e., treating cuts and burns, performing the Heimlich maneuver)
71. Understands measurement as it applies to everyday living
72. Demonstrates advanced telephone skills (i.e., long distance, phone card, directory, directory assistance, taking messages, call waiting/forwarding, cell phone)
73. Performs written correspondence
74. Practices preventive health care (i.e., manages body weight, gets sufficient sleep, does not abuse alcohol/drugs/makes and keeps routine medical/dental appointments)
75. Knows how to respond to household emergency situations (i.e., plumbing problems, heating problems, fire, accidents, poisoning, weather emergencies)

Suggested Transition Activities for “Functional Vocational Assessment”

A functional vocational evaluation is an assessment process that provides information about job or career interests, aptitudes, and skills. Information is gathered through situational assessments in the setting where the job is performed. This can include observations, formal or informal measures, and should be practical. Information gathered through a functional vocational assessment can be used to refine educational experiences, courses of study, and employment activities/strategies in the statement of needed transition services.

1. Completed a functional vocational evaluation
2. Produced observable work samples
3. Completed an interest/aptitude survey

4. Completed ASVAB
5. Teacher and parents/guardians completed an Enderle-Severson Transition Rating Scale
6. Completed non-verbal picture career interest inventory
7. Completed application to DVR

Transfer of Functional Skills

**Competencies to Pursue:
Supported Employment
Vocational Training
Four-Year College
Competitive Employment**

This is a suggested form that LEA personnel can use in developing Transition Plans.

Student: _____ Date Completed: _____
 School: _____ Grade: _____
 Completed By: _____

Supported Employment

Please complete using the following code:

- + To indicate mastery of skill listed
- To indicate an area which requires instruction
- V To indicate that one or more verbal prompts are needed
- A To indicate that advocacy is needed
- to indicate that assistive technology is needed

SELF-DETERMINATION: Competencies needed to understand one’s abilities, needs and rights. Although the individual may not be able to act as his/her own advocate, family and professionals may assume that role.

- _____ 1. Knows where to get assistance when needed
- _____ 2. Asks for assistance when needed
- _____ 3. Can explain own disability
- _____ 4. Can accept disability
- _____ 5. Can describe successful coping behaviors
- _____ 6. Takes responsibility for appointments during school
- _____ 7. Takes responsibility for appointments outside school
- _____ 8. Demonstrate ability to act as own advocate
- _____ 9. Understands need for goals
- _____ 10. Looks at alternatives
- _____ 11. Anticipates consequences
- _____ 12. Knows where to find good advice
- _____ 13. Is self-accepting
- _____ 14. Identifies and requests appropriate accommodations

ACADEMIC AND LIFELONG LEARNING: Academic and functional competencies needed to pursue and benefit from future educational and learning opportunities.

Communicates Adequately with Others

- _____ 1. Speaks at a level needed for projected adult living and work environments
- _____ 2. Understands communications necessary to complete a task
- _____ 3. Reads at a level needed for projected adult living and work environment
- _____ 4. Writes at a level needed for projected adult living and work environments
- _____ 5. Possesses math skills needed for projected adult living and work environments
- _____ 6. Uses a calculator accurately to compute basic math programs

- _____ 7. Makes local telephone calls
- _____ 8. Responds appropriately to incoming telephone calls
- _____ 9. Uses a pay telephone
- _____ 10. Accurately uses a TDD or Relay South Dakota (hearing impaired students only)

Lifelong Learning

- _____ 1. Follows a problem-solving strategy
- _____ 2. Makes choices
- _____ 3. Understands cause/effect relationship
- _____ 4. Discriminates size, shapes, and colors
- _____ 5. Follows sequence of steps
- _____ 6. Identifies community resources
- _____ 7. Attends during instruction
- _____ 8. Follows verbal directions
- _____ 9. Follows written directions
- _____ 10. Remains on-task
- _____ 11. Is able to verbalize understanding of instructions given
- _____ 12. Ignores distractions

DAILY LIVING: Academic and functional competencies needed to live independently as possible and desired.

Housekeeping

- _____ 1. Selects adequate housing
- _____ 2. Maintains a comfortable room temperature
- _____ 3. Gathers housekeeping supplies
- _____ 4. Strips and makes beds
- _____ 5. Recognizes when specific things need cleaning
- _____ 6. Cleans bathroom fixtures
- _____ 7. Cleans floors
- _____ 8. Collects and disposes of trash
- _____ 9. Vacuums carpet
- _____ 10. Dusts furniture
- _____ 11. Performs dishwashing tasks
- _____ 12. Cleans refrigerator and freezer

Food Preparation

- _____ 1. Sets and clears table
- _____ 2. Follows simple recipes
- _____ 3. Plans nutritious meals
- _____ 4. Makes purchases from a grocery store
- _____ 5. Stores food properly

- _____ 6. Prepares food from packages
- _____ 7. Operates small appliances
- _____ 8. Operates a microwave oven
- _____ 9. Operates a conventional oven

Clothing Care

- _____ 1. Sorts laundry according to care label
- _____ 2. Load/unload washer/dryer
- _____ 3. Chooses and measures detergent
- _____ 4. Starts washer/dryer
- _____ 5. Folds laundry
- _____ 6. Puts away folded laundry
- _____ 7. Recognizes when clothing repair is necessary
- _____ 8. Performs simple mending

Manage Clothing

- _____ 1. Puts possessions in designated place (i.e. locker)
- _____ 2. Adjusts own clothing
- _____ 3. Identifies own clothing
- _____ 4. Keeps track of personal items
- _____ 5. Chooses clothing appropriate to environment
- _____ 6. Shops for and chooses own clothing
- _____ 7. Utilizes comparison shopping techniques
- _____ 8. Chooses and wears clothing appropriate in size, color, pattern, and style

HEALTH AND PHYSICAL CARE: Academic and functional competencies needed to maintain the full range of physical, emotional, and mental well-being of an individual.

Exhibits Proper Grooming and Hygiene

- _____ 1. Maintains a clean body
 - _____ A. Consistently washes using soap
 - _____ B. Consistently uses deodorant
- _____ 2. Maintains a neat appearance
- _____ 3. Locates public restroom
- _____ 4. Has own grooming supplies available
- _____ 5. Initiates use of tissue
- _____ 6. Practices good oral hygiene

Manages Meals Away from Home

- _____ 1. Uses cafeteria or restaurant independently
- _____ 2. Reads and chooses from menu
- _____ 3. Orders meal according to available funds
- _____ 4. Pays for meal, including tip

Manages Personal Health Needs

- _____ 1. Practices preventive health care
- _____ 2. Treats minor illnesses
- _____ 3. Determines temperature by reading thermometer
- _____ 4. Recognizes emergency situations
- _____ 5. Implements emergency procedures
- _____ 6. Knows when and how to seek medical advice
- _____ 7. Takes prescription and non-prescription medicines appropriately

LEISURE: Academic and functional competencies, interests and self-expression of the individual that can lead to enjoyable and constructive use of leisure time.

- _____ 1. Participates in age-appropriate individual activities
- _____ 2. Participates in simple interactive games
- _____ 3. Demonstrates cooperative skills
- _____ 4. Chooses appropriate free time activity
- _____ 5. Initiates involvement in recreation/leisure activities
- _____ 6. Plans and attends activities outside the home
- _____ 7. Entertains friends and others at home

MOBILITY: Academic and functional competencies needed to interact and travel within and outside of the community.

- _____ 1. Demonstrate knowledge of traffic rules
- _____ 2. Demonstrate knowledge of safety practices
- _____ 3. Reads and interprets public transportation schedules
- _____ 4. Demonstrates appropriate behavior needed for use of public transportation
- _____ 5. Is able to locate and get to relevant community resources
- _____ 6. Has a means of transportation for accessing community environments

MONEY MANAGEMENT: Academic and functional competencies such as budgeting, balancing a checkbook, and insurance planning.

- _____ 1. Identifies money and makes correct change
- _____ 2. Plans and uses a simple budget
- _____ 3. Utilizes comparison shopping techniques
- _____ 4. Pays bill on time
- _____ 5. Maintains a checking account
- _____ 6. Maintains a savings account
- _____ 7. Keeps basic financial records
 - _____ A. Health
 - _____ B. Auto
 - _____ C. Personal property
 - _____ D. Life
 - _____ E. Disability
- _____ 8. Files personal income tax

SOCIAL: Competencies needed to participate and interact in a variety of settings in society.

Personal Interaction with Others

- _____ 1. Speaks in appropriate tone of voice
- _____ 2. Makes eye contact
- _____ 3. Deals with anger appropriately
- _____ 4. Accepts responsibility for actions
- _____ 5. Is able to delay gratification
- _____ 6. Dresses appropriately for occasion
- _____ 7. Expresses affections appropriately
- _____ 8. States disagreement appropriately
- _____ 9. Compromises when needed
- _____ 10. Is honest
- _____ 11. Respects the property of others

Initiates Interaction with Others

- _____ 1. Initiates conversation appropriately
- _____ 2. Greets others appropriately
- _____ 3. Seeks attention appropriately
- _____ 4. Disagrees appropriately
- _____ 5. Initiates apology as needed
- _____ 6. Introduces self to others

Responds to Social Contacts

- _____ 1. Respects “personal space” of others
- _____ 2. Avoids inappropriate gestures
- _____ 3. Takes turns in conversation
- _____ 4. Responds appropriately to teasing
- _____ 5. Manages frustration appropriately
- _____ 6. Responds appropriately to feedback
- _____ 7. Recognizes informal social rules
- _____ 8. Participates in group activities
- _____ 9. Resists peer pressure
- _____ 10. Makes refusals appropriately
- _____ 11. Accepts “no” for an answer
- _____ 12. Responds appropriately to an angry person

WORKPLACE READINESS: Academic and functional competencies and basic work behavior, such as endurance and working continuously, responding appropriately to instructions, ability work under pressure. Knowledge of occupational alternatives and self-awareness of needs, preferences and abilities related to occupational alternatives.

Exhibits Appropriate Work Habits and Behaviors

- _____ 1. Displays acceptable attendance

- _____ 2. Displays acceptable punctuality
- _____ 3. Checks in with supervisor
- _____ 4. Responds appropriately to criticism
- _____ 5. Works without complaining
- _____ 6. Maintains productivity with change in routine
- _____ 7. Listens to and follows instructions
- _____ 8. Remembers instructions from day to day
- _____ 9. Pays attention to work
- _____ 10. Displays initiative
- _____ 11. Seeks help when needed and waits for assistance
- _____ 12. Continue working in spite of difficulties
- _____ 13. Organizes work efficiently
- _____ 14. Follows safety procedures
- _____ 15. Follows work schedule
- _____ 16. Records time worked
- _____ 17. Maintains work productivity with reduced supervisor contacts
- _____ 18. Independently awakens each day in time to meet appointments/maintain schedule
- _____ 19. Demonstrates balance and coordination necessary for lifting, carrying, etc.
- _____ 20. Demonstrates manual dexterity necessary for grasping, stacking, turning, unwrapping, transferring, etc.
- _____ 21. Demonstrates stamina and endurance required to work at a job ____ hours
- _____ 22. Identifies occupational aptitudes
- _____ 23. Identifies occupational interests
- _____ 24. Identifies requirements of available jobs
- _____ 25. Makes realistic occupational choices
- _____ 26. Recognizes and uses break time appropriately

OCCUPATIONALLY SPECIFIC SKILLS: Academic and functional competencies that would be needed in specific occupations or cluster of occupations.

- _____ 1. Demonstrates ability to learn job specific skills
- _____ 2. Demonstrates ability to maintain employment in the community
- _____ 3. Improves quality of work with experience
- _____ 4. Improves quantity of work with experience
- _____ 5. Does more work than assigned

Student: _____ Date Completed: _____

School: _____ Grade: _____

Completed By: _____

VOCATIONAL TRAINING

Please complete using the following code:

- + To indicate mastery of skill listed
- To indicate an area which requires instruction
- V To indicate that one or more verbal prompts are needed
- * To indicate that assistive technology is needed

SELF-DETERMINATION: Refers to the individual's ability to act as his or her own advocate.

- _____ 1. Knows where to get assistance when needed
- _____ 2. Asks for assistance when needed
- _____ 3. Can explain own disability
- _____ 4. Can accept disability
- _____ 5. Can describe successful coping behaviors
- _____ 6. Takes responsibility for appointments during school
- _____ 7. Takes responsibility for appointments outside school
- _____ 8. Demonstrates ability to act as own advocate
- _____ 9. Understands needs for goals
- _____ 10. Looks at alternatives
- _____ 11. Anticipates consequences
- _____ 12. Knows where to find good advice
- _____ 13. Sets immediate goals
- _____ 14. Sets long-term goals
- _____ 15. Is self-accepting
- _____ 16. Identifies and request appropriate accommodations
- _____ 17. Is familiar with ADA and education/employment rights

ACADEMIC AND LIFELONG LEARNING: Competencies needed for future education.

English Skills

- _____ 1. Has reading skills that are adequate for college program selected
- _____ 2. Uses dictionary
- _____ 3. Demonstrate basic grammar, punctuation, and spelling skills
- _____ 4. Can develop sentences into paragraph
- _____ 5. Can develop outline
- _____ 6. Writes about own experiences
- _____ 7. Demonstrate adequate keyboarding skills OR is willing to hire papers typed
- _____ 8. Knows how to use word processor

Appendix ST. D

- _____ 9. Makes local telephone calls
- _____ 10. Responds appropriately to incoming telephone calls
- _____ 11. Uses a pay telephone
- _____ 12. Accurately records telephone messages

Mathematic Skills

- _____ 1. Use a calculator accurately
- _____ 2. Computes without calculator
 - ___ A. addition
 - ___ B. subtraction
 - ___ C. multiplication (without using times table)
 - ___ D. division (without using division table)
 - ___ E. all decimal operations
 - ___ F. all fraction operations
 - ___ G. positive-negative numbers
 - ___ H. measurements
 - ___ I. percentages
 - ___ J. averages
 - ___ K. algebra
 - ___ L. geometry

Science Skills

- _____ 1. Has background adequate for selected vocational program

Social Studies

- _____ 1. Has background adequate for selected vocational program
- _____ 2. Is aware of current events
- _____ 3. Reads newspaper to gain information

Study Skills

- _____ 1. Sets realistic goals
- _____ 2. Practices time management
- _____ 3. Uses personal planner
- _____ 4. Is prompt
- _____ 5. Has necessary supplies and equipment
- _____ 6. Utilizes various resources (text, study guides, handouts, etc.) when preparing for tests
- _____ 7. Summarizes written or verbal information
- _____ 8. Uses self-management strategies to complete assignments
- _____ 9. Completes assigned work by deadlines
- _____ 10. Takes notes
- _____ 11. Underlines and highlights text and/or handouts appropriately

Test Taking

- _____ 1. Independently prepares for tests

- _____ 2. Can manage test anxiety
- _____ 3. Brings needed supplies
- _____ 4. Knows day, time, and location of test
- _____ 5. Knows format of tests and skills needed to pass test
- _____ 6. Knows what topics the test will cover

Lifelong Learning

- _____ 1. Identifies community resources
- _____ 2. Possesses critical and creative thinking skills
- _____ 3. Obtains and analyzes data and information
- _____ 4. Follows problems solving strategy
- _____ 5. Makes decisions
- _____ 6. Evaluates consequences and outcomes
- _____ 7. Obtains internal and external feedback
- _____ 8. Is self-motivated
- _____ 9. Demonstrates initiative, perseverance, determination, responsibility, accountability, and flexibility
- _____ 10. Attends during instruction
- _____ 11. Follows verbal directions
- _____ 12. Follows written directions
- _____ 13. Remains on-task
- _____ 14. Able to verbalize instructions given
- _____ 15. Ignores distractions

DAILY LIVING: Academic and functional competencies needed to live independently.

Selects, Manages, & Maintains a Home

- _____ 1. Selects adequate housing

Buys & Prepares Food

- _____ 1. Plans balanced meals
- _____ 2. Purchases food
- _____ 3. Prepares meals
- _____ 4. Cleans food preparation areas
- _____ 5. Stores food

Buys and Cares for Clothing

- _____ 1. Washes clothing or chooses appropriate alternatives
- _____ 2. Irons and stores clothing
- _____ 3. Performs simple mending
- _____ 4. Purchases clothing

HEALTH AND PHYSICAL CARE: Academic and functional competencies needed to maintain the full range of physical, emotional, and mental well-being of an individual.

Cares for Personal Needs

- _____ 1. Demonstrates knowledge of physical fitness, nutrition & weight control
- _____ 2. Demonstrates knowledge of common illness prevention and treatment
- _____ 3. Demonstrates adequate personal hygiene

Emergencies

- _____ 1. Recognizes emergency situations
- _____ 2. Knows what to do in an emergency
- _____ 3. Selects health care professionals

LEISURE: Academic and functional competencies, interest and self-expression of an individual.

Utilizes Recreation and Leisure

- _____ 1. Knows activities and available community resources
- _____ 2. Uses recreational facilities in the community
- _____ 3. Plans and chooses activities wisely

MOBILITY: Academic and functional competencies needed to interact and travel.

- _____ 1. Demonstrates knowledge of traffic rules & safety practices
- _____ 2. Drives a car
- _____ 3. Demonstrates ability to read and interpret public transportation schedules

MONEY MANAGEMENT: Academic and functional competencies such as budgeting, balancing a checkbook, and insurance planning.

Manages Family Finances

- _____ 1. Identifies money and make correct change
- _____ 2. Plans, uses and adjust a budget
- _____ 3. Utilizes comparison shopping
- _____ 4. Obtains and uses bank and credit facilities
- _____ 5. Keeps basic financial records
- _____ 6. Files personal income tax
- _____ 7. Understands basic contracts

Desoto County Schools Transition Portfolio
Body of Evidence

Student: _____ MSIS #: _____ DOB: _____ Anticipated Graduation/Exit Date: _____
 Address: _____ City: _____ State: _____ Zip Code: _____
 Phone Number: _____ Parent(s)/Guardian: _____ Cell: _____
 Name & Number for Emergency Contact: _____

Grad/Exit Option: _____ Educational Disability: _____

<u>School/Year</u>	<u>Case Manager</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Portfolio Contents

Dates/Update/Review Dates of Assessments

Not every assessment/inventory is required for each student. Use only those that apply.

	Age: <u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>Parent Initials</u>
* Discuss Transition Services	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Current Exit Options Discussed	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Pupil Data Sheet	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
ICAP/ICAP Update	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Career Cluster Inventory	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Course Tracking Sheet	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Learning Styles Inventory	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Future Planning Inventory	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Student Survey Completed Independent Living Assessment	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Self-Determination Assessment	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Social Skills Inventory Self-Assessment Student	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Independence in the Classroom	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

*Requires parent initials

Student: _____

<u>Portfolio Contents</u>	<u>Dates/Update/Review Dates of Assessments</u>										
	Age:	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	Parent Initials
Personality Inventory	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Parent Survey Completed	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
ACT/PLAN/EXPLORE	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
ASVAB	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
SAT	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
TABE	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Brigance	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
* Military Entrance Requirements Given to Parents	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
* Job Corp Information Given to Parents	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
* Ability Works Discussed with Parents	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Voter Registration	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Selective Service Registration	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Mississippi Drivers License	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Sample Job Application	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Resume/Updated Resume	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Documentation of Work Hours	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Completed W-4	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Completed State Tax Form	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Documentation of Community Based Work Hours	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Documentation of School Based Work Hours	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
* Transition Brochure Given to Parent	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
* Long Term Care Options Discussed	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
*Requires parent initials											

Student: _____

<u>Portfolio Contents</u>	<u>Dates/Update/Review Dates of Assessments</u>										
	Age:	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<small>Final Initials</small>
* Parents provided Post-Secondary Educational Information	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
* FAFSA Discussed with Parents	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
* College Deadlines Given to Parents	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
* Social Security Information Given to Parents	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Other:

*Requires parent initials

Exit Option Fact Sheet

Student's Name _____ Date _____

When a student is 14 years of age, it is **mandatory** that a decision concerning the options for exiting high school is made. This is an IEP committee decision. Options for students with disabilities completing high school and not earning a traditional diploma are given below. Before making an exit option decision, the information should be considered carefully.

OPTION 1: Alternate Diploma

- ___ A. This option is **not equivalent** to a Traditional High School Diploma, and it is **not recognized** by postsecondary entities that require a traditional high school diploma.
- ___ B. Students are required to meet criteria for having a Significant Cognitive Disability (SCD) per their IEP.
- ___ C. Students must participate in a program of study to earn the Alternate Diploma.
- ___ D. Students are required to participate in the Mississippi Assessment Program – Alternate Assessment (MAAP-A)
- ___ E. Beginning with incoming 9th graders of the 2018/2019 school year.

OPTION 2: Certificate of Completion (begins with incoming 9th graders of 2018/2019)

- ___ A. This option is **not equivalent** to a Traditional High School Diploma or an Alternate Diploma.
- ___ B. This option is an acknowledgement of the student's participation in and completion of his/her Individualized Education Plan.
- ___ C. Students eligible to receive a Certificate of Completion must fall into one (1) of the following categories:
 - ___ 1. Students without a Significant Cognitive Disability at the end of 8th grade who:
 - Are 16 years old or older; **AND**
 - At least 3 or more grade levels below their peers in reading and math: **AND**
 - Have a signed statement from the parent that they understand that the Certificate of Completion is **not** a Traditional High School Diploma and **will not** meet the requirements for entry into any career or postsecondary opportunity that requires a diploma. ____/____ (Parent/Student Initials)
 - ___ 2. Students with a Significant Cognitive Disability at the end of 8th grade who:
 - Have extremely limited or no receptive and expressive communication skills; **AND**
 - Have a signed statement from the parent that they understand that the Certificate of Completion is **not** a Traditional High School Diploma and **will not** meet the requirements for entry into any career or postsecondary opportunity that requires a diploma. ____/____ (Parent/Student Initials)
 - ___ 3. Students with or without a Significant Cognitive Disability at the end of their **Third School Year of High School (6 semesters)** who:
 - Have not earned at minimum 3 English Carnegie units, 3 Math Carnegie units, 2 Science Carnegie units, 2 History Carnegie units, and 5 electives; **AND**
 - Have evidence of 3 or more years of intensive intervention to earn Carnegie units; **AND**
 - Have a signed statement from the parent that they understand that the Certificate of Completion is **not** a Traditional High School Diploma and **will not** meet the requirements for entry into any career or postsecondary opportunity that requires a diploma. ____/____ (Parent/Student Initials)

Exit Option Fact Sheet

- D. IEP Team will determine the course of study, and instruction will be based upon the needs of the student.
- E. Students earning a Certificate of Completion must have completed at least 4 years of high school **OR** be at least 19 years of age at the time of graduation.
- F. All students are required to participate in the Mississippi Academic Assessment Program. SCD students will take the MAAP-A; non-SCD students will take the MAAP.

OPTION 3 : Certificate of Completion (prior to 2018/2019 incoming 9th graders)

- A. Exiting may be based on the completion of four years of high school.
- B. Decisions regarding placement, programming and exiting requirements will be made by the IEP committee.
- C. A review of the IEP will be made by the IEP committee prior to exiting to determine whether requirements have been met.
- D. This option is an acknowledgement of the student’s participation in and completion of his/her Individualized Education Plan.
- E. This option **is not** equivalent to a Traditional High School Diploma.

OPTION 4: Traditional High School Diploma

- A. Student will identify an endorsement area prior to entering 9th grade. Endorsements are Traditional, Career & Technical, Academic, and Distinguished.
- B. Meet all MDE requirements for each endorsement area, pass or meet all MAAP assessments required for graduation, and meet the district’s criteria for passing grades.

The IEP Team has determined the best exit option for this student is OPTION #_____.

If OPTION 1, 2, or 3 (Alternate Diploma or Certificate of Completion) is selected, please check below:

_____ “I understand my child is not earning a Traditional High School Diploma. I also understand the Alternate Diploma and Certificate of Completion do not meet the requirements for entry into any career or postsecondary opportunity that requires a Traditional High School Diploma.”

PARENT SIGNATURE

DATE

STUDENT SIGNATURE (if applicable) DATE

TEACHER SIGNATURE

DATE

SUMMARY OF PERFORMANCE (SOP)

Public Agency/School District: Desoto County School District

Student's Name: Tanya Transition

Year of Graduation/Exit: 2023

Background Information

Student's Name: Tanya Transition

Date of Birth: 09/19/2005

Year of Graduation/Exit: 2023

Address: 1234 Exit High School Lane Hernando, MS 38632

Telephone Number: 901-867-6926

Primary Language:

Current School: Desoto Central High School

Student's Primary Disability (Diagnosis):

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: 05/18/2023

This form was completed by: Name: Tanya Keck

Title: Curriculum Coordinator

School: Desoto Central High School

Email: tanya.keck@dcsms.org

Telephone Number: 662-536-3612

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:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Psychological/cognitive | <input type="checkbox"/> Neuropsychological |
| <input type="checkbox"/> Medical/physical | <input checked="" type="checkbox"/> Achievement/academics |
| <input checked="" type="checkbox"/> Adaptive behavior | <input type="checkbox"/> Social/interpersonal skills |
| <input type="checkbox"/> Community-based assessment | <input type="checkbox"/> Self-determination |
| <input type="checkbox"/> Response to Intervention (RTI) | <input type="checkbox"/> Language proficiency assessments |
| <input checked="" type="checkbox"/> Reading assessments | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Informal Assessment 1 | <input type="checkbox"/> Informal Assessment 2 |
| <input checked="" type="checkbox"/> Other: ACT | |

Student's Postsecondary Goal(s)

1. **Education/Training:** Tanya will attend NWCC to obtain her basics then transfer to a four-year university.

2. **Employment:** Tanya will work part time in the food service industry while in college.

3. **Independent Living:** Tanya will live in the dorms while in college.

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

Summary of Performance (Complete all that are relevant to the student)

SUMMARY OF PERFORMANCE (SOP)

Public Agency/School District: Desoto County School District

Student's Name: Tanya Transition

Year of Graduation/Exit: 2023

ACADEMIC CONTENT AREAS	Present Levels of Performance (grade level, standard scores, strengths, needs)	Essential accommodations, assistive technology, or modifications utilized in high school, and why needed.
Reading (Basic reading/decoding; reading comprehension; reading speed)	Tanya does not exhibit a deficit in Reading. She passed the English II MAAP with a proficient score (652) and scored a 34 on the reading section of the ACT.	N/A
Math (Calculation skills; algebraic problem solving; quantitative reasoning)	Tanya does not exhibit any deficits in Math. She passed the Algebra I MAAP with a proficient score (688) and scored a 31 on the math section of the ACT.	N/A
Written Language (written expression; spelling)	Tanya's Written Language skills are a weakness for her. She struggles to organize and articulate her thoughts clearly. She scored a 31 on the English section of the ACT with accommodations.	Tanya benefits from additional time on tests/papers in order to have time to prewrite and proof drafts before finalizing.
Learning Skills (class participation; note taking; keyboarding; organization; homework management; time management; study skills; test-taking skills)	Tanya participates in class discussions and with encouragement when interested in the subject matter. She continues to struggle with time management, organization, and motivation to complete non-preferred tasks.	Tanya benefits from using a digital calendar on her phone to keep track of assignments, tests, projects, etc. She needed to set reminders of upcoming due dates. She benefits from prompting and verbal encouragement to initiate and complete non-preferred tasks.

COGNITIVE AREAS	Present Levels of Performance (grade level, standard scores, strengths, needs)	Essential accommodations, assistive technology, or modifications utilized in high school, and why needed.
General Ability and Problem Solving (reasoning/processing)	Tanya has good reasoning and problem solving skills. She processes information at an adequate rate and does not demonstrate a deficit in this area.	N/A
Attention and Executive Functioning (energy level; sustained attention; memory functions; processing speed; impulse control; activity level)	Tanya struggles to remain focused on tasks, especially when not of interest. She requires redirection and prompting at times to initiate non-preferred activities.	Tanya benefits from prompting in order to initiate a non-preferred task and redirection to return to task.
Communication (speech/language; assisted communication)	Tanya has non communication deficits. She is able to independently articulate her thoughts and advocate for her needs.	N/A

SUMMARY OF PERFORMANCE (SOP)

Public Agency/School District: Desoto County School District

Student's Name: Tanya Transition

Year of Graduation/Exit: 2023

FUNCTIONAL AREAS	Present Levels of Performance (grade level, standard scores, strengths, needs)	Essential accommodations, assistive technology, or modifications utilized in high school, and why needed.
Social Skills and Behavior (interactions with teachers/peers; level of initiation in asking for assistance; responsiveness to services and accommodations; degree of involvement in extracurricular activities; confidence and persistence as a learner; emotional or behavioral issues related to learning and/or attention)	Tanya has made great improvements in social skills but continues to struggle with interacting with peers that do not have similar interests. She finds it difficult to accept opinions of others that are different from hers. She interacts well with peers that have similar interests and adults she respects. She advocates for herself appropriately and is very witty.	Tanya utilized a safe person to express frustration with a situation or person. She also received social skills training to work on appropriate responses to peers and adults in social situations.
Independent Living Skills (Self-care; leisure skills; personal safety; transportation; banking; budgeting)	Tanya has no deficits in independent living skills. She is capable of being responsible for her own living, transportation and personal needs.	N/A
Environmental Access/Mobility (assistive technology; mobility; transportation)	Tanya has no deficits in environmental access or mobility.	N/A
Self-Determination/Self-Advocacy Skills (Ability to identify and articulate postsecondary goals; learning strengths and needs; independence and ability to ask for assistance with learning)	Tanya has no deficits in self-determination or self-advocacy skills. She is able to advocate for herself and is very aware of her goals, needs and strengths.	N/A
Career-Vocational/Transition/ Employment (Career interests; career exploration; job training; employment experiences and supports)	Tanya is able to independently pursue career interests/employment and advocate her needs.	N/A
Additional Important Considerations that can assist in making decisions about disability determination and needed accommodations (e.g., medical problems, family concerns, sleep disturbance)	Tanya takes medication for her ADHD. She performs much better when on her medication.	Tanya benefits from preferential seating, redirecting, prompting and a safe person.

SUMMARY OF PERFORMANCE (SOP)

Public Agency/School District: Desoto County School District

Student's Name: Tanya Transition

Year of Graduation/Exit: 2023

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).

Higher Education or Career-Technical Education	Tanya benefits from additional time on tests in order to refocus herself when off task. She needs additional time on papers in order to pre-write and proof drafts before submitting her finalized work. She needs redirection and prompting when off task or struggling to initiate non-preferred tasks. Copies of notes and PowerPoints allows her to focus on the lecture and information being presented rather than getting everything written down. She needs to utilize technology when taking notes or writing papers in order to easily edit and add things after proofing her work.
Employment	Tanya does not need any accommodations or supports to obtain employment independently. If she participates in on-the-job training for multi-step tasks she would benefit from a written copy of the steps to refer back to while learning new procedures.
Independent Living	Tanya does not need any accommodations or support to live independently.
Community Participation	Tanya does not need any accommodations or supports in order to actively participate in the community.

Student Input (Highly Recommended)

SUMMARY OF PERFORMANCE: STUDENT PERSPECTIVE

- 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)?**

My disability causes me to have a hard time keeping up with materials and assignments for class as well as due dates and timelines.
- 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)?**

Additional time on tests/assignments, small group testing, redirection, safe person, preferential seating, copy of textbooks at home, copy of notes/PowerPoints written directions for papers and projects, use of a personal assistive writing device, use of electronic calendar and reminders, and social skills training.
- C. Which of these accommodations and supports has worked best for you?**

Additional time, written directions for papers/projects, copy of notes/PowerPoints, and use of assistive personal writing device.
- D. Which of these accommodations and supports have not worked?**

small group testing
- E. What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?**

My sense of humor, self-advocacy skills, and memorization skills area strength for me. A need I still have is I am not always very effective at socially interacting with peers that don't have common interests.

SUMMARY OF PERFORMANCE (SOP)
Public Agency/School District: Desoto County School District

Student's Name: Tanya Transition
Year of Graduation/Exit: 2023

Signatures

I have reviewed and agree with the content of this Summary of Performance.

Student: _____ **Date:** _____

SOP Checklist

Preparing for SOP Meeting:

- ___ Pull red folder **MOST RECENT** comprehensive evaluation.
- ___ Review DCS Body of Evidence & Green Folder data
- ___ Complete Part 1: Background Information
- ___ Complete Part 2: Student's Postsecondary Goals (must match transition plan)
- ___ Complete Part 3: Summary of Performance
- ___ Complete Part 4: Recommendations
- ___ Meet with student to complete Part 5: Student Perspective

Send 7 Days Before Meeting:

- ___ Notice of Committee Meeting
- ___ Draft SOP

SOP Meeting:

- ___ Procedural Safeguards
- ___ Review/Revise Current IEP
- ___ Review SOP
- ___ Update Transition Plan (if necessary)
- ___ Minutes
- ___ *Notice of Change in Placement Due to Graduation* (Appendix J)
- ___ Parent Initial *DCS Transition Portfolio Body of Evidence* (Appendix E)
- ___ Prior Written Notice
- ___ Parent Survey (if they have not completed 1 this school year)

Give Student/Parent:

- ___ **Copy** of the finalized IEP with documentation of the SOP meeting.
- ___ **Copy** of the SOP.
- ___ **Copy** of the most recent evaluation data.
- ___ **Copy** of the Change in Placement form.
- ___ **Copy** of the Prior Written Notice.
- ___ Green Folder with all the **original** assessments & documentations
- ___ **COPY** of the *DCS Transition Portfolio Body of Evidence*.

What to KEEP:

- ___ **Original** SOP.
- ___ **Original** DCS Transition Portfolio Body of Evidence.
- ___ **Original** Change of Placement Due to Completion from High School.
- ___ **Original** Prior Written Notice.
- ___ **Original** finalized IEP with documentation of the SOP meeting.
- ___ **ALL** documentation uploaded to EdPlan after meeting.

Place ALL original documentation in the **YELLOW FOLDER!**

Exit IEP Checklist

Send 7 Days Before Meeting:

___ Notice of Committee Meeting

Exit IEP Meeting:

___ Procedural Safeguards

___ Review/Revise Current IEP to document Exit Option

___ Update Transition Plan (if necessary)

___ Minutes

___ Parent initial *DCS Transition Portfolio Body of Evidence* (Appendix E)

___ Prior Written Notice

___ Parent Survey (if they have not completed 1 this school year)

Give Student/Parent:

___ **Copy** of the finalized IEP.

___ **Copy** of the most recent evaluation data.

___ **Copy** of the Prior Written Notice.

___ Green Folder with all the **original** assessments & documentations

___ **COPY** of the *DCS Transition Portfolio Body of Evidence*.

What to KEEP:

___ **Original** *DCS Transition Portfolio Body of Evidence*.

___ **Original** Prior Written Notice.

___ **Original** finalized IEP with documentation of the meeting.

___ **ALL** documentation uploaded to EdPlan after meeting.

___ Place **ALL** original documentation in **Yellow Folder**.



DEPARTMENT OF SPECIAL EDUCATION

NOTICE OF CHANGE IN PLACEMENT DUE TO COMPLETION FROM HIGH SCHOOL

DATE: _____ (CIRCLE ONE) Mailed Sent Given

Dear Parent/Guardian:

Based on the requirements of federal regulations, a notice to confirm a change of placement for your child, _____, from high school to post-secondary activities is necessary. This change in placement is due to your child completing high school with a (mark one) _____ Regular High School Diploma or _____ due to your child exceeding the age of eligibility. Graduation from high school with a regular high school diploma or child's eligibility terminates due to the student exceeding the age of eligibility will permanently end your student's entitlement to a Free and Appropriate Public Education (FAPE) under the federal law, Individuals with Disabilities Education Act and Mississippi State Law. Therefore, after graduation, your child will no longer be entitled to receive special education and related services from a local education agency under the K-12 public school system. Other federal regulations and agencies are responsible for ensuring the rights of individuals with recognized disabilities and are mandated to provide a level of service. You and your child currently have protection under the Procedural Safeguards of special education law. A copy of this document is enclosed.

Upon completion of high school the school district is required to provide you with a summary of performance regarding your student's present abilities. A draft copy of this summary is attached.

We congratulate _____ in accomplishing this goal and in meeting the requirements necessary to complete his/her graduation option. We wish you and your child success in all future post-secondary activities.

Sincerely,

(Name and Title)

MDRS Referral Checklist

1. _____ Provide the parent or guardian with the MDRS Pre-ETS Referral Form at age 14.
2. _____ Have parent or guardian sign Authorization to Use and/or Disclose Educational Information and Protected Health Information.
3. _____ Have the parent or guardian complete and sign the Pre-ETS Referral Form.
4. _____ Have the student sign the Pre-ETS Referral Form.
5. _____ Once the form is completed it should be scanned and emailed to the MDRS Counselor.
6. _____ Complete the MDRS Referral documentation for DCS at <https://forms.office.com/r/LhQr9w62vS>
7. _____ Upload the MDRS Pre-ETS Referral Form and Authorization to Use and/or Disclose Educational Information to EdPlan.
8. _____ Once MDRS counselor contacts you provide copies of the following required paperwork: Assessment Team Report, Re-Evaluation Report, and current IEP. You **MUST** have an Authorization Form signed by the parent or guardian before any records can be sent.
9. _____ An IEP meeting must be held to add MDRS services (Ability Works, Transportation, Pre-ETS classes, etc.) to IEP. This will be done once the school is notified by the MDRS counselor of the services the student will be receiving.

Hannah Craft, MDRS Counselor
hcraft@mdrs.ms.org
Phone: 662-890-9828

Questions? Contact

Tanya Keck, Curriculum & Instruction Coordinator for Special Education
Email: tanya.keck@dcsms.org
Office Phone: 662-449-7192
Work Cell: 901-867-6926

MDRS-TY-04a
10/25/19



OVR/OVRB Potentially Eligible Student Pre-ETS Referral Form

OVR OVRB

STUDENT INFORMATION			
Legal First Name	Middle Initial	Last Name	
Social Security #:	Date of Birth:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Choose not to identify	
Home Address:			
City	County	State	Zip
Telephone Number : () <input type="checkbox"/> Voice <input type="checkbox"/> Video Phone <input type="checkbox"/> TTY <input type="checkbox"/> Fax Area Code			
Mobile Number: () <input type="checkbox"/> Voice <input type="checkbox"/> Video Phone <input type="checkbox"/> TTY <input type="checkbox"/> Fax Area Code			
Email Address: _____			
Do you give VR permission to leave a message at the telephone numbers provided above? <input type="checkbox"/> Yes <input type="checkbox"/> No			
What is your preferred method of contact? (only select one) <input type="checkbox"/> Email <input type="checkbox"/> Mail <input type="checkbox"/> Telephone <input type="checkbox"/> Other (Specify) _____			
Expected date to exit high school: / /		Current grade level: _____	
Race (check all that apply): <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Asian <input type="checkbox"/> American Indian <input type="checkbox"/> Alaskan Native <input type="checkbox"/> Native Hawaiian/ Other Pacific Islander			
Ethnicity – Are you Hispanic or Latino? <input type="checkbox"/> Yes <input type="checkbox"/> No			
SECTION TO BE COMPLETED BY LEGAL GUARDIAN			
<i>The signature below confirms permission and/or intent to participate in Pre-ETS.</i>			
Guardian Name (if under 18 or court appointed):		Guardian Phone Number:	
Guardian Mailing Address (including City, State, & Zip Code):			
Guardian Email Address:			
_____ Student Signature		_____ Date Signed	
_____ Guardian Signature (if Student is under 18 or court appointed)		_____ Date Signed	

I understand that by signing this document my (child's) school/agency will provide the Mississippi Department of Rehabilitation Services, Office of Vocational Rehabilitation (OVR)/Office of Vocational Rehabilitation for the Blind (OVRB) with the information listed above. I understand that currently I am not applying for OVR/OVRB services (for my child) but only granting permission for myself (my child) to participate in Pre-Employment Transition Services being offered through OVR/OVRB. I understand that I (my child) may apply for OVR/OVRB services at any time should I (my child) need their services in the future.

MDRS-TY-04a
10/25/19



Continued, Page 2 of 2 – OVR/OVRB Potentially Eligible Student Pre-ETS Referral Form

DISABILITY DOCUMENTATION (to be completed by the School)		
Specific Primary Disability:	Disability Impairment:	Disability due to:
Specific Secondary Disability:	Disability Impairment:	Disability due to:
Please check the applicable Required Pre-Employment Transition Service(s) needed by the client: <input type="checkbox"/> Job Exploration Counseling <input type="checkbox"/> Workplace Readiness Training <input type="checkbox"/> Work-Based Learning Experience <input type="checkbox"/> Instruction in Self-Advocacy Training <input type="checkbox"/> Counseling on Post-Secondary Education and Training Opportunities		
Verification of Disability (check all that apply): <input type="checkbox"/> IEP <input type="checkbox"/> School Assessment Team Report <input type="checkbox"/> SSA Beneficiary Award Letter <input type="checkbox"/> 504 <input type="checkbox"/> Pre-ETS Referral Form signed by school Staff <input type="checkbox"/> Medical documentation of disability		
SECTION TO BE COMPLETED BY REFERRING EDUCATIONAL AGENCY (if applicable)		
Educational Agency Name:	Educational Agency Phone:	
As a representative of the referring educational agency identified above, I certify the following: 1. All the information and statements provided in this form are true and correct to the best of my knowledge. 2. The existence and availability of documentation supporting the disability identified in the 'Disability' section of this form.		
Representative Name (Please Print): _____		
Representative Signature: _____		Date Signed: _____
PRE-EMPLOYMENT TRANSITION SERVICES PROVIDER INFORMATION		
Pre-Employment Transition Services Provider: The Arc Northwest Mississippi	Contact Name: Amanda Brown/Rebecca Treadway	
Contact's Mailing Address (City, State, Zip): 5699 Getwell Rd. Building G-1 Southaven, MS 38672		
Contact's Email Address: amanda@thearcnwms.org	Contact's Telephone Number: 901-907-9041	
Recommended # of Pre-ETS Hours:	Recommended # of Internship Hours:	
Please enter the <u>number</u> of Pre-Employment Transition Service(s) <u>hours</u> needed by the client in the boxes below:		
<input checked="" type="checkbox"/> Job Exploration Counseling	<input checked="" type="checkbox"/> Work-Based Learning Experience	<input checked="" type="checkbox"/> Workplace Readiness Training
<input checked="" type="checkbox"/> Instruction in Self-Advocacy Training	<input checked="" type="checkbox"/> Counseling on Post-Secondary Education and Training Opportunities	
PLEASE RETURN THIS FORM TO:		
Return this form to: <input checked="" type="checkbox"/> OVR <input type="checkbox"/> OVRB Counselor Name: <u>Hannah Craft</u>		
Mailing Address (City, State, Zip): 6810 Crumpler Blvd Olive Branch, MS 38654		
Email Address: hcraft@mdrs.ms.gov	Counselor Telephone Number: 662-890-6964	

Authorization to Use and/or Disclose Educational and Protected Health Information Form DC - 27

1. I authorize the following provider(s) to use and/or disclose educational and/or protected health information regarding my child.

_____ (Student/Child's Name)	_____ (Date of Birth)
_____ (Other Names Used by Student/Child)	_____ (School or Program Name)
Name and address of health care provider authorized to: <input type="checkbox"/> Send/disclose protected health information <input type="checkbox"/> Receive/use educational information _____ _____ _____	Name and address of school program authorized to: <input type="checkbox"/> Send/disclose educational information <input type="checkbox"/> Receive/use protected health information _____ _____ _____

2. I understand that this information will be used for the following purposes (check all that apply):

<input type="checkbox"/> Determining eligibility for Special Education or other services <input type="checkbox"/> Determining student/child's current levels of performance <input type="checkbox"/> Developing an individualized health plan	<input type="checkbox"/> Developing an appropriate Individualized Education Program, Section 504 plan or academic/behavior interventions <input type="checkbox"/> Other (specify): _____ _____
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3. By marking the boxes below, I authorize the use/disclosure of the following specific medical and/or educational records:

<input type="checkbox"/> Physician's Eligibility Statement <input type="checkbox"/> Health Assessment Statement <input type="checkbox"/> History and physical exam <input type="checkbox"/> Entire medical record <input type="checkbox"/> Prenatal information	<input type="checkbox"/> Educational information <input type="checkbox"/> IFSP/IEP document <input type="checkbox"/> Clinic records <input type="checkbox"/> Communicable disease(s) <input type="checkbox"/> Progress notes	<input type="checkbox"/> Psychological evaluations <input type="checkbox"/> Social work reports <input type="checkbox"/> Other: _____ _____
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4. By initialing the spaces below, I authorize the use/disclosure of the following information. Specific records requested must be listed below, e.g., assessment, treatment plan, discharge plan.

Drug/alcohol diagnosis, treatment or referral information requested: _____

HIV/AIDS related records requested: _____

Mental health related information requested: _____

Genetic testing information requested: _____

5. By initialing the space below, I agree that:

The _____ (School/Program Name) may communicate with MS Medical Assistance Programs to determine eligibility for Medicaid reimbursement for Medicaid-covered services my child may receive in the educational setting.

6. I understand that:

- a. This authorization is voluntary and I may refuse to sign it without affecting my child's health care.
- b. I have the right to request a copy of this form after I sign it as well as inspect or copy any information to be used and/or disclosed under this authorization (if allowed by state and federal law. See 45 CFR § 164.524).
- c. I may revoke this authorization at any time by notifying _____ in writing. However, it will not affect any actions taken before the revocation was received or actions taken based on the previously shared information.
- d. Federal privacy rules for protected health information apply only to health plans, health care clearinghouses or health care providers. If I authorize disclosure of medical information to other agencies or individuals the disclosed information may no longer be protected by federal privacy regulations.
- e. Federal privacy rules for education information apply only to schools programs. If I authorize disclosure of educational information to other agencies or individuals the disclosed information may no longer be protected by federal privacy regulations.

7. I consent to the use/disclosure of the above information. I understand that the use of this information for any reasons other than the expressed reasons stated above is prohibited. This consent is subject to revocation at any time, except to the extent that action has been taken based on information that has already been disclosed.

_____ (Signature of Parent, Legal Guardian, Student/Child)	_____ (Relationship)	_____ (Date)
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8. This authorization expires on _____ (not to exceed one year from date of signature above).
 _____ (Month/Day/Year)



Every Student
Every Employee
Every School
#TeamDCS

Our Vision

The DeSoto County School District will be regionally and nationally recognized as a system of superior-performing schools that ignite a passion for learning, while inspiring student success through instructional excellence and exemplary leadership.

Our Mission

The DeSoto County School District is dedicated to ensuring world-class academic excellence within a safe learning environment, while providing a variety of exceptional extracurricular programs that foster the physical, social, and emotional growth of all students.