

MAINTAINING THE BODY OF EVIDENCE

As information about a student is gathered through a variety of assessments and activities, it is important to organize and maintain the information in a way that makes it useful to the student, parents and other educators. All too often, we see situations where students participate in transition related activities through general education, special education, School-to-Career efforts, or the counseling center, but the information is not maintained in one place or shared among educators. Parents may receive the information but it comes in disconnected pieces and they may not understand the relevance of the information. This section contains forms and strategies that may be helpful in gathering and organizing information.

A **Transition Portfolio** provides a checklist of suggested activities and important information and can be a tool for documenting activities that have been completed. The sample Portfolio included in this kit, along with other supporting documents, can be used in several ways. It could be copied and included in a student file along with other materials, printed on the four sides of a file folder and used to hold copies of pertinent materials, or printed on heavy paper and included in a 3-ring notebook developed for each student. Many schools have individual notebooks for students, easily accessible and maintained by the student with support from the teacher. It is intended to be a working tool for the student containing the information that is relevant to his or her transition plan and is separate from the student's cumulative file or official records. In this section you will find a list of suggested contents for a notebook although it could be customized to best meet the needs of your students.

Although the use of a portfolio may seem like too much additional work, ultimately it could save time and duplication of effort. The consistent use of a portfolio checklist can serve multiple purposes:

- It provides a way to keep career development and transition related information in one place regardless of whether general education teachers, counselors, or special education providers gathered it.
- A portfolio helps to build a more complete picture for the student of their interests, strengths, abilities and needs.
- Students could build self-advocacy, self-determination and organizational skills by managing their own portfolio and learning the importance of the information it contains.
- When a student moves from grade to grade, or moves to another school, the portfolio would give the new teacher a record of what has been done, and what the next appropriate steps would be, avoiding duplication or missed components.
- The portfolio would be useful when a student is being referred to an adult agency and documentation is required for eligibility and plan development.
- A portfolio provides a tool for accountability and would help parents to understand what is being done in school to prepare their child for adulthood and what components must still be addressed.

TRANSITION PORTFOLIO

<u>Student</u>	<u>Student Number</u>	<u>Date of Birth</u>	<u>Social Security Number</u>
<u>School/Yr.</u>	<u>Case Manager</u>	<u>Anticipated Graduation Date</u>	<u>Medicaid Number</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	<u>Educational Disability</u>	
_____	_____	_____	_____
<u>Address</u>	<u>City / State / Zip</u>		
_____	_____		
<u>o Parent(s) / o Guardian</u>	<u>Home Phone</u>	<u>Name of Emergency Contact</u>	
_____	_____	_____	
<u>Work Phone (Father)</u>	<u>Work Phone (Mother)</u>	<u>Number of Emergency Contact</u>	
_____	_____	_____	
<u>o Moved: See Personal Information Update Form</u>	<u>o Address / Phone Changed: See Personal Information Update Form</u>		
_____	_____		

Portfolio Contents	Date of Update / Review				
	7 th & 8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
o ¹ Agency Referral Information [pertinent]	_____	_____	_____	_____	_____
o Assessment Documentation Summary Sheet	_____	_____	_____	_____	_____
o Career Development Profile	_____	_____	_____	_____	_____
o Colorado ID (copy of)	_____	_____	_____	_____	_____
o Cover Letter	_____	_____	_____	_____	_____
o Credit Audit Worksheet	_____	_____	_____	_____	_____
o IEP Transition Goals (copy of)	_____	_____	_____	_____	_____
o Letters of Recommendation	_____	_____	_____	_____	_____
o Personal Information Update	_____	_____	_____	_____	_____
o Post-Secondary Information [pertinent]	_____	_____	_____	_____	_____
o Résumé/Pocket Résumé	_____	_____	_____	_____	_____
o Sample Job Application	_____	_____	_____	_____	_____
o Social Security Card (copy of)	_____	_____	_____	_____	_____
o Transcript / Grade Report	_____	_____	_____	_____	_____
o Transition Planning Worksheet	_____	_____	_____	_____	_____
o Vocational / Transition Assessments	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

(NA) Indicates Not Applicable

¹ o indicates form in *Transition Toolkit: Tab 7 – Tools, Templates and Worksheets*



Individual Transition Needs

Non-Shaded areas indicate suggested time to occur, as appropriate, given students level of functioning. When not appropriate indicate that the item is not applicable (NA)

Date of Update / Review

	7 th -8 th Grade	9 th grade	10 th grade	11 th grade	12 th grade
Education					
v Review credit audit worksheet					
v Review Domain: Skills/Knowledge Inventory: Education					
v Identify/review personal learning styles					
Re-evaluate and update IEP					
Establish / review graduation date					
Advise family post-secondary education options					
Identify/review post-secondary education goals					
Take o PSAT / o PACT (if appropriate)					
Visit local colleges / vocational schools					
Complete assessment for adult / post-secondary programs					
Initiate referral to 18-21 year old program					
Take appropriate o ACT / o / SAT / o ASVAB / o ASSET					
Apply to post-secondary education programs					
v Update Student Activities/Honors & Awards worksheet					

Career					
Begin / update personal career portfolio					
Career awareness, exploration, job shadowing activities					
v Review Domain: Skills/Knowledge Inventory: Career/Employment					
Complete &/or update vocational / transition assessment(s)					
Obtain Colorado ID card					
Complete sample job applications					
Design / update résumé and references					
Complete / update cover letter					
Collect / add new letters of recommendation					
Explore in-district vocational opportunities					
Advise families of employment services available					
Explore competitive summer job opportunities					
Explore career / volunteer opportunities					
Participate in job training opportunities					
Pursue competitive employment					
Develop post-secondary vocational plans					
Participate in vocational / work opportunities					

	7 th -8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
Community / Independent Living					
Explore transportation options					
Obtain Drivers License (if appropriate)					
Apply for appropriate transportation passes / discount card(s)					
▫ Review/Update Domain - Skills/Knowledge Inventory: Mapping Skills; Orientation & Mobility Skills [<i>Knowledge of community, Community safety training</i>]					
▫ Review/Update Domain - Skills/Knowledge Inventory: Adult Living [<i>Manages independent living, personal care, medical needs</i>]					
Register for selective service and voting					
Explore age of majority / guardianship issues					
Consider need for supports from adult agency (CCB) and apply for the wait list for adult services					
Inter-agency Linkages and Referrals					
Developmental Disabilities Resources (CCB)					
Post Secondary Education and Training					
Health and Environment					
Mental Health (MH)					
Vocational Rehabilitation (VR)					
Independent Living Center (ILC)					
Social Security Administration (SSI)					
Communication					
Explore alternative communication devices					
Assess verbal and non-verbal communication skills					
Assess written communication skills necessary for post- secondary setting					
Communication Skills Inventory					
▫ Review/Update Domain - Skills/Knowledge Inventory: Phone Book Skills / Phone Usage					
Social Interaction					
▫ Review/Update Domain - Skills/Knowledge Inventory: Self Determination					
Assess / train for social interaction in the community					
Assess / train for social interaction in the workplace					

(NA) Indicates Not Applicable

7th-8th grade9th grade10th grade11th grade12th grade**Social Interaction, continued**

Assess common knowledge / skill in communication with:					
<i>computer</i>					
<i>internet</i>					
<i>word processing</i>					
Obtains information from various forms of media					
<i>magazines</i>					
<i>newspapers</i>					
<i>radio</i>					
<i>television</i>					
<i>signs and billboards</i>					

Recreation and Leisure

Obtain and uses ID / pass for recreational activities					
Review Domain: Skills/Knowledge Inventory: Recreation / Leisure					
Participates in leisure activities at high school: <i>(specify)</i>					
Participates in organized leisure activities with peers with disabilities: <i>(specify)</i>					
Participates in organized leisure activities with peers without disabilities: <i>(specify)</i>					

(NA) Indicates Not Applicable

Credit Audit Worksheet

Student _____ DOB _____ School _____ Date _____

This is a summary of the units or credits for the above named student. When this student successfully completes the required units or credits in the high school grades, including required courses specified for completion of their program as indicated by their Individual Education Plan (IEP), he/she will be awarded the following document of program completion

i.e. regular diploma, vocational diploma, certificate of completion.

Each line below corresponds to .5 credit of the required credits needed for graduation. Indicate the class or course that fulfills each .5 credit. An official transcript should accompany this document.

Language Arts	Social Studies	Math
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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Other Required Courses	Physical Education	Science
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_____	_____	_____
_____	_____	_____
_____	_____	_____

Electives		
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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

SUGGESTED OPTIONS FOR NOTEBOOK CONTENTS

This suggested outline for the contents of a student notebook is based on the Transition Portfolio using the checklist as a guide and table of contents. Information could be clustered into five categories or eight categories allowing you to use a standard set of tabbed dividers. As a working file, these notebooks should be easily accessible to the student and should contain information relevant to the student's transition, not confidential or official records. These notebooks would be very useful when preparing for the next IEP, applying to post-secondary education or adult services, applying for employment, and documenting for parents what transition activities have been completed. The notebook should be given to the student when he or she leaves school.

OPTION 1: NOTEBOOK CONTENTS – 8 TABS

Place the Transition Portfolio Checklist at the front of the notebook.

Tab 1: Personal Information

This section should contain general information about the student that is personal in nature or provides basic information relating to the student's planning. Information may include the personal information sheet, transition planning worksheets, student questionnaires, and parent inventories.

Tab 2: Education

Include the components that are most relevant to the student's education. Suggested items would be the credit audit worksheet, IEP goals and objectives, learning styles inventories, information relevant to post-secondary education, school awards and honors worksheet.

Tab 3: Career

This section should contain information related to the student's career and vocational plans. Suggested items would include career interest and skills inventories, sample resumes, letters of recommendation, summaries of job shadows and work experiences, career clusters worksheets, and vocational program observation forms.

Tab 4: Community/Independent Living

Those items that address the student's abilities and experiences related to accessing the community and independent living would be clustered in this section. Suggested items could include skills inventories related to residential and community access, and documentation of community experiences.

Tab 5: Interagency Linkages

Efforts to establish linkages with appropriate adult agencies should be clearly documented for each student. This section could include the agency planning chart and copies of correspondence with agency representatives. If the student has a plan that has been developed through an agency, such as an Individual Plan for Employment through DVR, it may be appropriate to include a copy in this section.

Tab 6: Communication/Social Interaction

Issues related to communication and social interactions naturally cluster together. This section could include skill inventories and documentation of social activities that involve the student.

Tab 7: Recreation and Leisure

Information related to in-school or community recreation and leisure activities would be included in this section such as skill inventories, interest worksheets, and documentation of activities.

Tab 8: Miscellaneous

This section could include information that the student would like to save that does not naturally fit in any of the listed categories.

OPTION 2: NOTEBOOK CONTENTS – 5 TABS

Place the Transition Portfolio Checklist at the front of the notebook with the following dividers.

Tab 1: Personal Information

Tab 2: Education

Tab 3: Career

Tab 4: Community/Living/Interagency

Tab 5: Communication/Social/Leisure



Individual Career and Academic Plan - ICAP

During the 2009 Colorado Legislative Session, SENATE BILL 09-256 was enacted into law with a requirement that by September, 2011, ALL students grades 9-12 would have access to a system within their high school to create and manage an Individual Career and Academic Plan (ICAP). Final rules defining the requirements for ICAP were adopted by the State Board of Education in January, 2010.

The ICAP portfolio system, plan template, and process for development will be designed and/or adopted by the local district or school to meet requirements outlined in the State Board Rules. The ICAP portfolio must be transferable in print or electronic form for internal and external district use so that when a student transfers from one school or district to another, his/her career and academic plans will follow.

The legislation specifies that, at a minimum, each ICAP shall include:

- the student's efforts in exploring careers, including a written postsecondary and workforce goal, yearly benchmarks, interest surveys, anticipated postsecondary studies;
- the student's academic progress including courses taken, any remediation and any concurrent enrollment credits earned;
- the student's experiences in contextual and service learning;
- a record of the student's college applications or alternative applications (DVR, CCB, Job Corps, etc.); and,
- other data reflecting student's progress toward postsecondary and workforce readiness.

The ICAP is reviewed by the student and parent, at least annually, to include but not be limited to: goal revision, new postsecondary career and education plans, financial aid opportunities, and changes in academic courses.

Students identified with a disability and determined to be eligible for special education services will also have an Individualized Education Program (IEP) in place that includes very similar information. Beginning with the IEP developed when the student is 15, but no later than 9th grade, the IEP must include:

- Measurable postsecondary goals in education/training, career/employment, and independent living skills;
- Annual goals that align with the postsecondary goals/transition services;
- Transition assessment that informs the development of the entire IEP;
- Transition services including a course of study that is specific, individualized, and linked to the postsecondary goals; and,
- Linkages to the appropriate postsecondary agencies that are likely to support the student in reaching identified adult outcomes.

The IEP is reviewed annually with the student and the parent including discussion of recent assessment activities and results, goal revision, interagency linkages, and changes in courses.

How Do the ICAP and IEP Align?

Each student will have a portfolio system of some kind. The portfolio is the repository of all career and academic planning information for a student that will be accessible by the student, parent and/or legal guardian, and designated educators. Think of this as the body of evidence. Throughout high school (and possibly middle school), summaries of assessments, inventories, and career development experiences will be recorded in the ICAP portfolio.

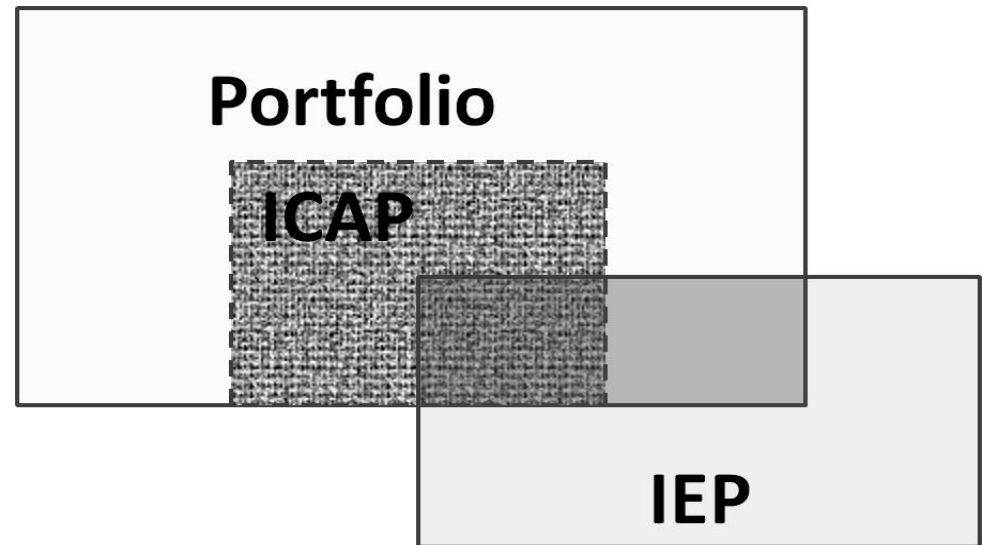
The ICAP is a template that will include specific components from the portfolio. The plan template will be designed by each district or school to pull specified data from the portfolio system. Not all of the information contained in the ICAP portfolio will appear in the ICAP plan at a given time, although it will be maintained as a body of evidence of the student's efforts.

Non-confidential information about student activities and assessment summaries should be shared between the ICAP and the IEP. For example, summaries of career assessments, inventories, academic achievement, and community experiences could be added to the student portfolio throughout the year. Information contributed to the portfolio through general education efforts could supply relevant information to the special education teacher for development of the current IEP. Of course, there will be some information included in the student's IEP files that will not become a part of the portfolio due to the confidential nature of the information (i.e., psychologist reports, disability specific information, and disciplinary action).

As schools design and implement the process for developing and managing ICAPs, special education providers can be essential partners to ensure the process and documents are handled efficiently for the benefit of the student with the least amount of duplication and confusion.

Many districts are choosing to use the portfolio on the College in Colorado site or use Naviance. Check with your guidance counseling office to determine which format is being used in your district.

More detailed information on ICAP is available on the CDE website at <http://www.cde.state.co.us/postsecondary>



Summary of Performance Template Completion Guidelines

Explanation, Technical Assistance, Suggested Form, & Examples

COMPONENTS OF THE SUMMARY OF PERFORMANCE FORM

This form is used to:

- Comply with the requirement for a “Summary of Performance” in IDEA 2004, Sec. 614(c)(5)(B)(ii).
The Summary of Performance:
 - a. Provides information to students who are graduating with a regular diploma to assist them in meeting their post-secondary goals; and
 - b. Provides information to students who are leaving school because they exceed the age of eligibility for a free appropriate public education (end of semester in which they turn 21) to assist them in meeting their post-secondary goals.
 - c. For students with an active IEP leaving high school for any reason other than the attainment of a regular diploma or through exceeding the age of eligibility, an eligibility review must be completed. Although not explicitly required by IDEA, if the review determines the student will exit, CDE recommends that a Summary of Performance be completed and provided to the student.

The Law: One requirement contained in IDEA 2004 impacts special education students who are finishing their high school / secondary education. Specifically, §300.304 of IDEA.

Language from IDEA 2004:
§300.304 Evaluation procedures.

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

Analysis:

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

The Summary of Performance (SOP) is discussed as part of evaluation procedures [34 CFR 300.305(e)(2)(3)]. While the SOP is very closely tied to information contained in the IEP, *it should be a separate document*, which condenses and organizes the key information that should follow the student.

For the first time, IDEA 2004 also mandates that follow-up contacts be made with special education students one year after graduation, age-out, or dropping out of school. Since the Summary of Performance is one of the last things done with students before they leave Special Education, it should contain the up-to-date post high school goals that will be addressed (measured) during the follow-up contacts.

1. Student Information:

This section contains student contact and demographic information that may be helpful to future service providers. A school contact person is also listed. Complete and up-to-date information is crucial to the follow-up process. When completing the top section of page one, be sure to address every line, print clearly or type and ensure data is current and correct. When indicating primary and secondary disability, please use the following terminology exactly and include the appropriate numerical code with the disability.

Intellectual Disability	Orthopedic Impairment
Serious Emotional Disability	Speech Language Impairment
Specific Learning Disability	Deaf-Blindness
Hearing Impairment including Deafness	Multiple Disabilities
Visual Impairment including Blindness	Autism Spectrum Disorder
Traumatic Brain Injury	Other Health Impairment

2. Measurable Post High School Goals:

IDEA 2004 requires that special education students aged 16 and above (ECEA indicates age 15 or no later than the end of 9th grade) have measurable post high school goals based upon age-appropriate transition assessments related to:

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

Under IDEA 2004, measurable post school goals are required in two and possibly three areas. These goals, which are “the identified outcomes” for the student, were previously addressed under “Life Planning Outcomes” for Employment and Independent Living. To encourage the consideration of further education for students with disabilities, Congress has mandated that long-term goals in the areas of post high school training and education be part of the transition planning process. Measurable post school goals for Independent Living are now included “where appropriate.” Again, the measurable post-school goals are to be based on age-appropriate transition assessment.

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

- Career/Employment - paid (competitive, supported, sheltered), unpaid, non-employment, etc.
- Education/Training - 4-year college or university, technical school, 2-year college, specific vocational or career skill training, vocational training program, apprenticeship, OJT, military, Job Corps, etc.
- Independent living skills – adult living, daily living, independent living, financial, transportation, etc.

3. Summary of Performance:

Student’s strengths and needs should be written in an objective manner. Assessment language (average, below average, above average, etc...) rather than value words (good, nice, significant, brilliant, slow, etc...) should be used to establish these areas. It is of utmost importance that the actual levels of performance be documented clearly and without an overly positive bias. Eligibility for most adult agency services is dependent upon a need, a deficit, and a disability. This need is the key to attaining the essential services necessary for success in the post-secondary settings indicated on the first page. Over complimentary language can falsely hinder a student’s ability to gain access to certain essential services. It is important that present levels of functional performance and academic achievement are honest, objective, clear, and concise.

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

Academic Achievement & Cognitive Performance –

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

Functional Performance –

This should include present levels for Social/Interpersonal/Behavior Skills, Independent Living Skills, Self-Care/Personal Hygiene, Environmental Access/ Motor & Mobility Skills, Self-Determination/ Advocacy/Direction, Communication, Career and Vocational, Work Tolerance/Work Skills.

4. Recommendations to Assist the Student in Achieving Measurable Post high school Goals:

This section is unique to the SOP in that it provides specific recommendations to the student, the family, and post high school agencies who may utilize the SOP for information regarding specific and meaningful steps the student, family, and provider might or should take as the student exits public education. This may include specific activities, agency linkages, and recommended supports for the student as well as contact information for further connection with post high school agencies and service providers. It should include what steps or activities still need to take place after the student leaves school to help the student to achieve the measurable post high school goals.

5. Student Input :

Asking the student which supports and services have helped them to be successful in high school, and which services or supports will be needed in the future can be very enlightening.

SUMMARY OF PERFORMANCE

Frequently Asked Questions

Q. For which students is the Summary of Performance required and when should it be provided?

A. Students who are receiving special education services when leaving high school and who are leaving due to receiving a regular diploma or by reaching the maximum age of eligibility are required to have a Summary of Performance. Although information is gathered throughout the year, the Summary of Performance should ideally be provided to the student just prior to leaving the public education system.

Q. Do students who receive a GED require a Summary of Performance?

A. No, only those students who leave high school with a regular diploma or by reaching maximum age of eligibility require a Summary of Performance. FAPE has not ended and they may return to continue special education or regular education services until 21.

Q. Do students who have been staffed out of special education during their senior year prior to graduation or who have dropped out require a Summary of Performance?

A. No, if special education services have ended prior to the student leaving the high school setting with a regular diploma or by reaching the maximum age of eligibility, no Summary of Performance is required. If the special education student drops out, no Summary of Performance is required.

Q. Is the Summary of Performance part of the IEP?

A. No, the Summary of Performance is NOT a part of the IEP; it falls under the section of IDEA 2004 that determines the need for reevaluation prior to exiting special education.

Q. Can the student's current IEP be the Summary of Performance?

A. No, the Summary of Performance is not regarded as the IEP and is clearly identified as a separate process from the IEP. If the Summary were intended to be part of the IEP, it is likely the reauthorization would have included it in the section of IDEA 2004 pertaining to IEP content. It is the current interpretation by CDE that this must be a separate document from the IEP.

- Q. Who needs to be present when reviewing the Summary of Performance with as student and his/her family?**
- A. The primary service provider (case manager), the student and the parent are the only people required to review the Summary of Performance. This does not need to be a formal meeting, but documentation that the Summary has been reviewed and provided should be obtained. This can be done by collecting signatures on the Summary of Performance. (The CDE recommended SOP form includes this)
- Q. Are new assessments required to complete the Summary of Performance?**
- A. No, IDEA 2004 clearly indicates that schools have NO obligation to provide assessment solely for the identification or eligibility for other agencies or services not related to K-12 education.
- Q. If a student has not met all their IEP goals and objectives, does this influence the Summary of Performance?**
- A. No, the Summary of Performance is provided when the student approaches the termination of his/her Free and Appropriate Public Education and therefore is based on the attainment of the diploma or the reaching of maximum age of eligibility (the student's progress on IEP goals and objectives is not a factor).
- Q. What is the process for students who receive a certificate of completion, a modified diploma, or leave high school without documentation and do so prior to reaching the maximum age of eligibility?**
- A. Students who leave high school under the circumstances above must have an eligibility review meeting to establish the change in eligibility. A student may continue to qualify for special education, but choose to leave the public education system. It is important to note that for these students, FAPE has not ended and they may return to continue special education or regular education services until age 21. However, best practice would indicate providing the student with appropriate documentation which should include a Summary of Performance.
- Q. Is a Summary of Performance required for students who are expelled?**
- A. No, students who are expelled and have an IEP are still entitled to FAPE and therefore shall not receive a Summary of Performance until they have either received a regular diploma or reached the maximum age of eligibility.

* Please refer to the Exiting Students and Summary of Performance flow chart to help visualize the documentation and processes required under various circumstances that students with IEPs might encounter when leaving the high school setting.

Exiting Students and Summary of Performance

The following flowchart illustrates what needs to be completed when students with IEPs leave the public school system:

