

Reviewer Reference Form for the Transition Requirements Checklist© IDEA 2004

Introduction

This “Reference Form” is to be used in conjunction with the Transition Requirements Checklist©. The purpose of this Reviewer Reference Form document is an attempt to provide reviewers with additional information on how to complete the Checklist. Information on each specific requirement is included and where it may be located in the IEP form or in the files.

Not all questions include essential elements and methods. Essential elements and methods were included only with those questions where it was felt that further explanations and directions might be needed or helpful. The essential elements provide further explanation and a guide to help determine if the provisions of the question are met. The methods provide the reviewer with suggestions on where they might find the information.

IDEA 2004 uses the term “child” in both statute and the proposed rules and regulations. Because transition services deals with individuals who are in middle or high school the Transition Requirements Checklist uses the more age appropriate term “student” instead of “child”. The term “public agency” refers to the school system.

The Transition Requirement Checklist includes questions for Indicator 13 in the State Performance Plan. Indicator 13 states “Percent of youth aged and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.” Question 21 in the Checklist directly responds to Indicator 13. Thus, by responding to Question 21, districts and states will now have the data to answer Indicator 13 in the SPP.

Directions

Please respond to the following two questions before completing the checklist. If your response is “yes” to either question, complete the checklist.

- 1. Will this IEP be in effect when the student turns age 14 or older? ____ yes ____ no*
- 2. Are transition services determined to be appropriate by the IEP team if the student is younger than age 14? ____yes ____ no*

Explanation: IDEA 2004 changed the age requirement for transition services to “the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP Team.” The state of Maine has exceeded this requirement to age 14. The purpose of these two questions is to make sure that the reviewer is reviewing an IEP that is appropriate for determination of the transition requirements. If the student will turn 14 while the IEP will be in effect then answer “yes” to question #1 and complete the checklist. For students who are younger than age 14 while this IEP is in effect and it has been determined by the IEP that transition services are appropriate for the student, then answer “yes” to question #2 and complete the checklist.

Demographic Information

The following is an explanation of what should go into the Demographic Information.

- Reviewer Initials – Initials of the name of the person conducting the file review.
- Region – The name of the COT Regional Transition Board the public agency is part of.
- School – the name of the school the student is attending.
- School District – the name of the school district.
- School Year – Current school year.
- Student Initials – the initials of the student whose file is being reviewed.
- Primary Disability
 - Learning disability
 - Mental retardation
 - Speech or Language impairment
 - Emotional disturbance
 - Hearing impairment
 - Developmental delay
 - Visual impairment
 - Deaf/blindness
 - Orthopedic impairment
 - Multiple disabilities
 - Other health impairment
 - Autism
 - Traumatic brain injury
 - Information is Not Available /Don't Know
- Date of Birth - Student's date of birth.
- Age at IEP - Age of the student when the current IEP meeting was held.
- Date of Current IEP or most recent Annual IEP Meeting – Date of IEP as shown on the current IEP.
- Checklist Review Date – Date the file review was conducted.
- Check only one of the following - Review 1 (baseline review) Review 2 (follow up review).

Transition Requirements Checklist[©]

IDEA 2004

Invitation and Participation in the IEP Meeting

Student Invitation and Participation

1. **Did the public agency (school) invite the student?**

§300.321 (b)(1) IEP Team

Essential elements:

- Every student who's IEP will be in effect when the student turns 14 years of age, or younger if determined appropriate by the IEP team, must be invited to their IEP meeting.
- Clear documentation of intention that the student was invited.

Method:

- Review of IEP or file to determine documentation of student invitation.
- Review of student records to determine whether there is a record or copy of a student invitation or telephone log that shows invitation of the student (student invitation or phone log).
- Clear documentation that student was invited (stranger test).

Special Note:

- Parent Notice – If looking at the Parent Notice the student's name must be on the Parent Notice (e.g. "Dear Mr. & Mrs. Smith and Julie"). If the student's name is on the notice then check "Yes". If the student's name is NOT on the Notice (e.g. "Dear Mr. & Mrs. and student") or it is blank then check "No".

2. **Did the student attend the IEP meeting? (Note: this is not a requirement).**

Essential elements:

- Signature or the listing of student under persons present at meeting.

3. **If the student did not attend the IEP meeting, did the public agency take other steps to ensure that the student's preferences and interests were considered?**

§300.321 (b)(2) IEP Team

Essential elements:

- Student's interests and preferences are considered when developing the IEP.
- Student's interests and preferences are considered when developing the measurable postsecondary goals of the student.
- District takes steps to ensure the IEP meeting includes the presentation and discussion of the student's interests and preferences.

Method:

- Review IEP for documentation that the student's interests and preferences were considered even if the student did not attend the IEP meeting.
- See measurable postsecondary goals, the courses of study, the transition services, present levels of academic achievement and functional performance, measurable annual goals to determine if the student's preferences and interests were considered.

Special Note:

- If there is a checkbox only and no specific listing of student preferences and interests then check "No".
- Student's preferences and interests should be considered in all discussions and decisions made in the IEP.

Agency Invitation and Participation

4. **Will this student need involvement from any outside agency in order to make a successful transition? (Note: this is not a requirement).**

Essential elements:

- This question is not an IDEA requirement. However, the information is necessary in order to answer questions 5, 6, 7, and 11

Method:

- Review the *measurable postsecondary goals* of the student and then ask yourself "will this student need any services, supports, or programs in order to make a successful transition from school to their measurable postsecondary goals?" If you feel that the student will need some type of post-school service, support, or program, then the agency that can provide those should be identified along with a description of the service, support, or program.
- If the student is in their final year of school and the district has developed a Summary of Performance (SOP), review the SOP and the recommendations to assist the student in meeting the student's postsecondary goals. The recommendations should present suggestions for accommodations, adaptive devices, assistive services, and compensatory strategies, including the post school agency, service, support or program.

Special Note:

- Answer question 4 **ONLY** for the current IEP year.
- "No" means that the student will not need any involvement from any outside agency for the current year.
- "N/A" means it is too early to determine if any outside agency needs to be involved.
- **If you check "No" or "N/A", then the answers to questions 5, 6, and 11 should ALL be checked "N/A".**
- Entities that are a part of the education system and the services they provide are NOT considered an outside agency.

- Outside agencies must be agencies, services, supports or programs that the school will hand this student off to upon completion or aging out of the formal education system.

5. **To the extent appropriate, with the consent of the parents or a student who has reached the age of majority, did the public agency invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services?**

§300.321 (b)(3) IEP Team

Essential elements:

- Any other agency that is likely to be responsible for providing or paying for any transition services must be invited to attend the IEP meeting. The invitation of any other agency should occur with the consent of the parents, or a student who has reached the age of majority.

Method:

- Review IEP meeting participants to determine if representatives from other agencies were present at the meeting.
- Review parent IEP meeting notice. The meeting notice should identify any other agency invited to send a representative.
- Interview IEP team member(s) to verify procedures for inviting other agencies to attend IEP meetings. Request records that verify invitation.

Special Note:

- IDEA 2004 added the caveat “with the consent of the parent or a student who has reached the age of majority” to the requirement for invitation of a participating agency likely to be responsible for providing or paying for transition services. A “No” answer could mean either “the school did not invite and outside agency” or “the parents or student who reached the age of majority did not consent”. **It is strongly recommended that, if answering “No”, reviewers include a “comment” indicating whether the “No” means “the school did not invite”, OR the “parents/student did not consent”.**
- Question 5 needs to be answered ONLY for the current IEP year.
- “N/A” means it is too early to determine if any outside agency needs to be involved.
- If “N/A” answer 6 “N/A”.

6. **Did a participating agency, other than the public agency, fail to provide the transition services described in the IEP?**

§300.324 (c)(1) Development, review, and revision of IEP

Essential elements:

- Documentation of failure of any participating agency, other than the public agency, to provide the transition services that were described in the IEP.

Method:

- Review the transition services in the current and previous IEPs and try to determine if any outside agency failed to provide agreed upon transition services.

Special Note:

- If any participating agency from outside of the school system failed to provide agreed upon transition services contained in the IEP, answer “Yes” and then answer Question 7.
- If any participating agency from outside of the school system provided the agreed upon transition services contained in the IEP, answer “No” (they did not fail) and go to Question 8.
- “N/A” means it is too early to determine if any outside agency needs to be involved.

7. Did the public agency reconvene the IEP Team to identify alternative strategies to meet the transition objectives and, if necessary, revise the student’s IEP?

§300.324 (c)(1) Development, review, and revision of IEP

Essential elements:

- School reconvened the IEP team to identify alternative strategies.
- The IEP team identified alternative strategies to meet the transition service needs of the student.
- The IEP team met as soon as possible to identify alternative strategies.
- The IEP was revised as necessary.

Method:

- Evidence that the IEP team meeting was reconvened and alternative strategies were identified.

Special Note:

- Review IEP to determine the nature and extent of services to be delivered by other agencies.
- Review documentation to determine if services from other agencies were not provided and the IEP team met to identify alternative strategies and, as necessary, revise the IEP.
- Review district’s procedures for reconvening the IEP team to identify alternative strategies if any agency fails to provide agreed upon transition services contained in the IEP.

Parent Invitation

8. Was a parent notice provided?

§300.322 (a)(1) Parent participation

Essential elements:

- Current Parent Notice is in the file.

Method:

- Current Parent Notice is in the file

Special Note:

- Check “Yes” if the parent notice is provided.
- If the parent notice was not provided, check “No” for Question 8 and “No” for Questions 9, 10 and 11.

9. Does the parent notice indicate a purpose of the meeting will be the consideration of the postsecondary goals and transition services of the student?

§300.322 (b)(2)(i)(A) Parent participation

Essential elements:

- Beginning not later than the first IEP to be in effect when the student turns 14, or younger if determined appropriate by the IEP Team, the parent meeting notice also must indicate that a purpose of the IEP meeting will be the consideration of the postsecondary goals and transition services for the student.

Method:

- Locate the parent meeting notice.
- Identify that one of the purposes of the IEP meeting will be the consideration of the postsecondary goals and transition services for the student.

Special Note:

- If the parent meeting notice lists several purposes, make sure that the consideration of the postsecondary goals and transition services is noted or checked.

10. Does the parent notice indicate that the public agency invited the student?

§300.322 (b)(2)(i)(B) Parent participation

Essential elements:

- Beginning not later than the first IEP to be in effect when the student turns 14, or younger if determined appropriate by the IEP Team, the parent meeting notice also must indicate that the agency will invite the student to the IEP meeting.

Method:

- Meeting Notice clearly identifies or states that the student will be invited.

11. Does the parent notice identify any other agency that will be invited to send a representative to the IEP meeting?

§300.322 (b)(2)(ii) Parent participation

Essential elements:

- If it was determined under Question 4 that the student will need involvement from any outside agency for the current year and/or the public agency invited, or will invite, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, then the parent meeting notice must identify any other agency (agency, position, title) that will be invited to attend the IEP meeting.

Method:

- Review the Meeting Notice.

Special Note:-

- If the answer to question 4 (Will this student need any...) is “No” or “N/A”, the answer to question 11 should be “N/A”.
- Question 11 will always be answered “No” if Question 8 (Parent meeting notice provided) is “No”.
- Question 11 needs to be answered ONLY for the current IEP year.

Content of the IEP

Present Levels of Academic Achievement and Functional Performance

12. Does the IEP include a statement of the student’s present levels of academic achievement and functional performance?

§300.320 (a)(1)) Definition of individualized education program

Essential elements:

- The IEP contains a statement of the student’s present levels of academic achievement and functional performance.

Method:

- Locate the statement of the student’s present levels of academic achievement and functional performance in the IEP.

Transition Services

13. Is there a measurable postsecondary goal or goals stated for any of the following areas? (check all that apply).

- A. training/education
- B. employment

C. where appropriate, independent living skill

§300.320 (b)(1) Definition of individualized education program

Essential elements:

- The IEP contains a measurable postsecondary goal or goals for the student **in education/training; employment and where appropriate, independent living skills.**

Special Note: *The IEP must include a measurable postsecondary goal in both education/training and employment. Independent living skills is optional and should be included where appropriate. However, in place of separate measurable postsecondary goals for either education/training or employment, there could be ONE measurable postsecondary goal that includes both education/training and employment.*

Examples (from NSTTAC):

Combination Education/Training and Employment

Jason will get his undergraduate degree in history and education, to become a high school social studies teacher. (Combination – education or training and employment)

Education or Training

Upon completion of high school, John will enroll in the general Associates Degree program at Ocean County Community College in August of 2009.

Employment

Upon graduation, Riley will work full time as a general laborer for a construction company.

Independent Living

Upon completion of high school, Paul will independently prepare for work each day by dressing, making his bed, making his lunch, and accessing transportation.

Employment

Upon graduation, Riley will work full time as a general laborer for a construction company.

Combination Education/Training, Employment, Independent Living

Stephanie will independently catch the bus each work day to attend culinary training at the ABC Center, so that she can obtain entry level employment with Marriott food services.

Essential elements:

- The measurable postsecondary goal(s) can be measured.
- The measurable postsecondary goal(s) will occur after the student exits from school.
- **“Yes” means that there is a measurable postsecondary goal in the given area and that it can be measured.**
- “No” means there is a postsecondary goal in the area but it cannot be measured.
- **“N/G” means there is no postsecondary goal (whether measurable or not) in that area.**
- **“N/A” applies only to independent living skills where a measurable post secondary goal may or may not be appropriate or applicable.**
- The measurable postsecondary goal(s) of the student should be stated in such a way that one could measure (one year following school exit) the extent to which the student has been able to achieve what they set out to do and the extent to which the education system did a good job of preparing students for the next step in life.

Method:

- Locate the measurable postsecondary goals in the IEP and indicate a “Yes”, “No”, “N/G” or “N/A” beside each measurable postsecondary goal.
- **“Yes”** means:
 - **there is a measurable postsecondary goal in the given area;**
 - the postsecondary goal can be measured;
- “No” means there is a postsecondary goal in the area **but it cannot be measured.**
- **“N/G”** means there is no postsecondary goal (whether measurable or not) in that area.
- **“N/A”** applies only to independent living skills where a measurable postsecondary goal may not be appropriate or applicable.
- If “yes” or “no” is checked for any area then go to Question 14.
- If N/A is checked for all area then go to Question 20)
- If there is ONE measurable postsecondary goal that addresses education/training AND employment and the goal is measurable then check for “Yes” for both areas.
- If “Yes” or “No” for education/training, employment and independent living skills then go to 14.
- **If “NG” for BOTH education/training and employment and “N/A for independent living skills then go to 20.**

Examples:

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

14. For each measurable postsecondary goal is at least one annual goal listed in the IEP?

Essential elements:

- Each measurable postsecondary goal should have at least one measurable ANNUAL goal that will help the student make progress toward achieving their measurable POSTSECONDARY goal.
- If there is no ANNUAL goal in the IEP that will help the student make progress toward achieving their measurable postsecondary goal then check “No”.

15. For each measurable postsecondary goal, is there evidence that age-appropriate transition assessments were used in the development of each measurable postsecondary goal?

§300.320 (b)(1) Definition of individualized education program

Essential elements:

- Measurable postsecondary goals are based upon age appropriate transition assessments.

Method:

- Review the IEP for supporting information and locate summaries of any transition assessments. Review the measurable post secondary goals. For each measurable postsecondary goal there should be evidence of transition assessment that provided information on the student’s needs, taking into account their strengths, preferences and interests. Based upon your own judgment, determine if the transition assessments were age appropriate and were used in helping the IEP team (student, teachers, evaluators, support staff etc.) in developing the student’s measurable postsecondary goals.

16. For each measurable postsecondary goal, is there transition services that focus on improving the academic and functional achievement of the student to facilitate the student’s movement from school to post-school activities listed in the IEP?

§300.320 (b)(2) Definition of individualized education program

Essential elements:

- For each measurable postsecondary goal area there should be some type of instruction, related service, community experience, employment and other post-school adult living objective, daily living skill and/or functional vocational evaluation listed in association with meeting the measurable postsecondary goal.
- The transition services and activities (actions/steps) described under all of these areas is a coordinated plan for the transition from school to post-school adult life.

Method:

- Review the measurable postsecondary goals. For each measurable postsecondary goal there should be some type of transition service (instruction, related service, community experience, employment, other post-school adult living objective, daily living skill and/or functional vocational evaluation) listed in association with meeting the measurable postsecondary goal.
 - If there are transition service activities in any of the areas (instruction, related service, community experience, employment, other post-school adult living objective, daily living skill and/or functional vocational evaluation) listed in association with meeting the measurable postsecondary goal then check "Yes".

Special Note:

Check all that apply:

- Reviewers are asked to identify in which areas the transition services are developed in the IEP.
- All transition service areas must be considered but it is not required or appropriate to include activities in each area.
- If the area was included in the IEP mark "Yes".
- If you believe that any of the areas of instruction, related services, community experiences, employment and other post-school adult living objectives was not considered or not addressed but should have been considered or addressed then mark "No".
- There will be situations where an individual area (instruction, community experiences, related services, employment, etc.) may not be necessary or appropriate in helping the student achieve their measurable postsecondary goals. If you believe the area has been considered but not necessary or not appropriate mark "N/A".

17. Are the transition services based on the individual student's needs, taking into account the student's strengths, preference and interests?

§300.42 (a)(2) *Transition services*

Essential elements:

- Student's transition services are based upon the student's current and anticipated future needs.
- The transition services are individualized for the student and take into account the student's strengths, preferences and interests.

Method:

- Review the transition services in the IEP.
- Determine if the transition services:
 - Address the student's current and anticipated future transition needs.
 - Assist the student in achieving their desired measurable postsecondary goals.
 - Reflect the student's strengths, interests and preferences.

18. Are the transition services designed within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities?

§300.42 (a)(1) Transition services

Essential elements:

- The transition services in the IEP will lead toward and result in the student being able to achieve their measurable postsecondary goals.
- The transition services in the IEP are designed to improve the academic and functional achievement of the student.
- The transition services in the IEP are designed to make the change from school to adult life as smooth and easy as possible.

Method:

- Review the transition services in the IEP.
- Determine if the transition services will lead toward the student being able to achieve their desired measurable postsecondary goals.
- Review the student's present level of academic and functional performance. Review the information from the transition assessments. Review the transition services and activities and determine if the services and activities will lead toward improved academic and functional achievement of the student.
- Determine if the transition services includes all necessary players including their responsibilities for the transition activities. Determine if the activities are comprehensive and the activities follow a logical and achievable timeline.

19. For the measurable postsecondary goal(s), is there evidence of coordination between the LEA and other postsecondary services?

§300.42 (a) Transition services

Essential elements:

- Transition services is a coordinated set of activities and the activities should be aligned with and assist the student in achieving their measurable post secondary goals. Transition services includes the activities (actions/steps) under each of the areas of instruction, community experiences etc. The activities or action steps should identify what needs to occur, designate the responsibilities of all parties,

include timelines and reflect the coordination of all activities and parties (school, the student, family, other agencies, and post-school programs, services and supports).

Method:

- Review the transition services in the IEP to ensure that the activities, the steps/actions and responsibility of all parties reflects the coordination of all parts of the plan between school, student, families, other agencies, and post-school programs, services and supports.
- “Yes” means that the transition services reflects the responsibility and coordination of all parts of the plan between school, student, families, other agencies, and post-school programs, services and supports.
- “No” means that the transition services do not demonstrate the responsibility and coordination of all necessary parties.
- “N/A” means that it is too early to determine if this student will need involvement from any other outside agency, service or support.
- The transition services are based on the individual student’s needs taking into account the student’s strengths, interests, and preferences and the transition services lead toward the student’s measurable postsecondary goals.

20. Is a course of study that is aligned to the student's measurable postsecondary goals indicated and included in the IEP?

§300.320 (b)(2) Definition of individualized education program

Essential elements:

- The IEP specifies the courses and other educational experiences that the student will be taking or involved in for each year from the current IEP on through completion of the students education program.
- The course of study reflects educational program and planning that is:
 - Individualized
 - Directly relates to the student’s measurable postsecondary goals
 - Designed to help the student make a successful transition to post-school adult life.
 - According to MDOE focused monitoring, a reference to a school system approved course of study is acceptable and only needs to apply to one year of study. This is based on the requirement that the IEP is reviewed and revised annually.

Method:

- Review IEP for documentation of the courses of study.
- Review the courses of study to ensure that the courses of study:
 - Reflects an educational program and plan that specifies all courses and educational experiences from the first IEP to be in effect when the student turns 14, or younger if determined appropriate by the IEP team.
 - Reflects the planning of courses of study that relate to the student achieving their desired measurable postsecondary goals and helps them make a successful transition to post-school adult life.

- Multiple years of classes and educational experiences are considered best practice. MDOE focused monitoring looks for only one year of study.

Special Note:

- Question 20 – the students “courses of study” needs to reflect the student’s needs, strengths, preferences and interests in order to check “Yes”.
- If there is a checkbox only or it does not specify the specific courses for each year then check “No”.

21. Overall, does the IEP include coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals?

SPP – Indicator 13

Special Note:

This question is included to address Indicator 13 for the State Performance Plan. Indicator 13 has to do with the reporting of the percent of youth aged 14 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet their postsecondary goals. **In order to clearly answer “Yes” to this question one must have answered “yes” to at least one measurable postsecondary goal in questions 13. and answered “Yes” to ALL of the following questions: 5, 14, 15, 16, and 20.**

Essential elements:

In order to answer “Yes” to this question one must have identified at least one measurable postsecondary goal in questions 13. AND answered “Yes” to ALL of the following questions: 5, 14, 15, 16, and 20. If there were no measurable postsecondary goals identified and/or if one answered “No” to any of the questions 5, 14, 15, 16, and 20 then they must answer “No” to question 21.

Transfer of Rights at Age of Majority

22. Beginning not later than one year before the student reaches the age of majority under State law, does the IEP include a statement that the student has been informed of the student’s rights under Part B of the Act, if any, that will transfer to the student on reaching the age of majority?

§300.320 (c) Definition of individualized education program

Essential elements:

- Date of notice of transfer of rights must be at least one year prior to the age of majority as defined by the State. Generally, this is the student’s 18th birthday.

Method:

- Review date on the Notice of Transfer of Rights to ensure that the date is at least one year prior to the age of majority according to the State.

Special Note:

- If the age of majority is 18 years of age and student will turn age 17 during the timeframe of the IEP, answer “Yes” if the IEP includes a statement that the student has been informed of his or her rights under Part B.
- If the age of majority is 18 years of age and the student will turn age 17 during the timeframe of the IEP and a statement is not included, answer “No” and comment.
- If the age of majority is 18 years of age and the student will remain younger than age 17 during the timeframe of the IEP answer “N/A”.

Summary of Performance

23. For the current school year, will the student terminate eligibility by graduating from secondary school with a regular diploma or exceed the age eligibility for a free appropriate public education under State law?

§300.304 (3)(e)(2) Evaluation procedures

Essential elements:

- The student will terminate eligibility from secondary school because they will graduate with a regular diploma or exceed the age eligibility.

Method:

- Review the IEP, the student’s course of study, and school records to determine if the student will graduate with a regular diploma or exceed the age eligibility for a free appropriate public education at the conclusion of the current school year.
- If the student will graduate with a regular diploma or exceed the age eligibility for a free appropriate public education at the conclusion of the current school year then answer “Yes” and proceed to Question #25.
- If the student will not graduate with a regular diploma and will not exceed the age eligibility for a free appropriate public education for the current school year then answer “No” and end the Checklist.

24. Has the public agency developed and provided the student with a summary of academic achievement and functional performance including recommendations to assist the student in meeting the student’s postsecondary goals (Summary of Performance or SOP)?

§300.304 (3)(e)(2) Evaluation procedures

Essential elements:

- A Summary of Performance that includes a summary of the student’s academic achievement and functional performance, including recommendations to assist the student in meeting the student’s postsecondary goals is in the student’s file.

Method:

- Review the student's file to determine if a copy of a Summary of Performance exists.
- If "Yes", answer Questions 26 and 27.
- If "N/A – not developed yet, but will be developed later this year" (see Special Note below), then mark Questions 26 and 27 "N/A".

Special Note:

- Depending on the time of the year that the file is reviewed (such as fall or mid-year), it may be that a Summary of Performance has not been completed and provided to the student. In those instances when a Summary of Performance has not yet been developed but will be developed later in the year and prior to graduation or exiting due to exceeding the age eligibility check "N/A – not developed yet, but will be developed later this year."

25. Does the summary of performance provide the student with a summary of his/her academic achievement and functional performance?

§300.304 (3)(e)(2) Evaluation procedures

Essential elements:

- The summary of performance includes both a current summary of the student's academic achievement and functional performance.

Method:

- Review the summary of performance to determine if both a summary of the student's academic achievement and a summary of the student's functional performance is included and is current.

26. Does the summary of performance include recommendations on how the assist the student in meeting his/her postsecondary goals?

§300.304 (3)(e)(2) Evaluation procedures

Essential elements:

- The summary of performance includes the student's measurable postsecondary goals in education, training, employment, and where appropriate, independent living skills.
- This summary of performance includes recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services, to enhance the likelihood that the student will meet his/her post secondary goals.

Method:

Review summary of performance to determine if there exists recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services, to enhance the likelihood that the student will meet his/her post secondary goals.