

Transition Goals in the IEP

Fall 2011

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Transition is...

- Transition is:
 - Results-oriented,
 - Student-centered, and
 - A coordinated effort
- As a result, the IEP becomes a transition IEP – there should not be anything in the IEP that does not lead to the identified post-secondary goals for the student. The IEP annual goals should focus on the academic and functional skills the student needs in order to facilitate movement from school to postsecondary outcomes.
- Schools are required to work with outside agencies, families, and the student themselves in order to effectively implement the transition plan.

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IDEA Requirements

- The following must be included in the IEP in effect when the student turns 16, or earlier if the team feels it is appropriate, and updated annually thereafter:
 - Transition services
 - Appropriate measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
 - The transition services (including courses of study) needed to assist the student in reaching those goals.
- The team must consider who might be providing or paying for transition services.
- The student must be invited to the IEP meeting if a purpose of the meeting will be the consideration of postsecondary goals and transition services.

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Let's break that down.

- *Transition assessments must related to training, education, employment, and independent living skills (where appropriate).*
- Postsecondary goals must be appropriate and measurable.
- Postsecondary goals must be based on age-appropriate transition assessments.
- Transition services for a student are those services that the student needs to assist the student in reaching those goals. Who might be providing or paying for transition services?
- Transition services include courses of study.
- Students must be actively involved in transition planning.

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Transition Assessments

- Educational
 - Academic tests that measure academic achievement or progress
 - Cognitive ability tests that measure intellectual skills
- Vocational
 - Career interests, job aptitudes and skills, and work capacities
 - Occupation-specific skill certifications
- Psychological
 - Behavioral, social, and emotional skills and abilities
- Medical
 - Functional skills such as hearing, vision, speech, motor skills

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Formal Transition Assessments

- Standardized tests or performance reviews
- Scores may be criterion-based or norm-referenced
- Usually purchased from publishers or test development companies
- Examples:
 - Adaptive behavior scales
 - Woodcock-Johnson III (Ability and Achievement Scales)
 - WISC-3/WAIS-R (Verbal and Performance Scales)
 - Behavior Assessment Scale for Children (BASC)
 - Armed Services Vocational Aptitude Battery (ASVAB)
 - Enderle-Severson Transition Rating Scales

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Informal Transition Assessments

- Less structured than formal assessments
- May not be validated or tested for reliability
- May be developed by educators or available free on the Internet
- Examples
 - Portfolios
 - Interest inventories
 - Parent interviews
 - Learning styles inventories
 - Work samples
 - Personal preference questionnaires
 - MECA
 - Utah Futures

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Assessment Resources

- Iowa Transition Assessment
 - www.transitionassessment.northcentralrrc.org/
- Informal assessments (available through Pro-Ed at www.proedinc.com)
 - Informal Assessments for Transition Planning
 - Employment and Career Planning
 - Independent Living and Community Participation
 - Assessment for Transition Planning
- UtahFutures
 - www.utahfutures.org
- Guidance counselors may have additional resources, e.g. ASVAB

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How were student's preferences and interests considered?
(Check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Student interview/survey | <input type="checkbox"/> Interest inventory (specify) |
| <input type="checkbox"/> Parent interview/survey | <input type="checkbox"/> Transition assessments reviewed (specify) |
| <input type="checkbox"/> Functional vocational evaluation | <input type="checkbox"/> Other (specify) |

Age-appropriate transition assessment results:

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> Attached | <input type="checkbox"/> In special education file |
|-----------------------------------|--|

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Let's break that down.

- Transition assessments must be related to training, education, employment, and independent living skills (where appropriate).
- *Postsecondary goals must be appropriate and measurable.*
- *Postsecondary goals must be based on age-appropriate transition assessments.*
- Transition services for a student are those services that the student needs to assist the student in reaching the post-secondary goals. Who might be providing or paying for transition services?
- Transition services include courses of study.
- Students must be actively involved in transition planning.

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Measurable Postsecondary Goals

- Must address the areas of employment and education/training, may include independent living (as appropriate).
 - Goals must be “appropriate” – what does this mean?
 - How do “appropriate” and “realistic” compare?
- Goals must occur after the student graduates from school or reaches maximum age for IDEA eligibility.
- Goals must be measurable:
 - Observable; and
 - Include explicit behavior.
- Goals for a 15 year old may be fairly general; they should be very specific by the time the student is ready to exit the school system.

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Example: Employment

- I (John) will work in an on-campus part-time job while in college.
- This goal is measurable because:
 - Obtaining employment is the focus of the statement.
 - Working part-time is an explicit outcome that can be observed.
 - The phrase “while in college” indicates that the goal will occur after John has graduated from high school.

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Non-example: Employment

- John will attend a job fair on the college campus.
- John will work in the community.

- Why are these goals are not measureable?

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Additional examples: Employment

- My goal for work is to work full time in an auto body shop that specializes in custom auto painting.

- My goal is to enlist in the military and train as a jet mechanic.

- I will teach elementary school after I graduate from college.

- My goal is to participate in volunteer activities in the community and receive job development services from VR within 1 year of leaving school.

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Examples: Education

- I, John, will enroll in courses at SUU after I graduate from high school.
- This goal is measurable because:
 - Participation in postsecondary education is the focus of the goal.
 - Enrollment at the college can be observed, as John either enrolls in college or does not.
 - The expectation or behavior is explicit, since he either enrolls or does not.
 - Enrollment in college occurs after graduation.

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Non-example: Education

- John will earn his associates degree through concurrent enrollment.
- John is considering attending college.
- Why are these goals are not measurable?

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Additional examples: Education

- My goal is to attend a two year community college and gain certification as an automotive repair/paint technician.
- My goal is to serve a 2 year church mission. (NOTE: what will this young person do after completing his mission?)
 - Possibly: My goal is enroll in SLCC to earn an AS in accounting after completing a 2 year church mission.
- My goal is to attend the SUU teacher education program and earn a degree in elementary education.
- My goal is to participate in a center-based program designed to provide vocational training with medical and therapeutic supports.

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Examples: Independent Living

- After completing high school, Lissette will independently use public transportation, including the public bus and trolley, to and from work sites.
- This goal is measurable because:
 - Participation in an independent living skill specifically community participation, is the focus of the goal.
 - Use of the bus can be measured, as Lissette either performs the activity or does not.
 - The behavior is explicit, as it states specific times Lissette will be using public transportation.
 - This goal is stated as occurring after high school.

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Non-example: Independent Living

- Lissette will learn to use the bus system.
- Lissette will be active in the community.

- Why are these goals are not measurable?

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Additional examples: Independent Living

- My goal is to share an apartment with two friends while I attend college.

- My goal is to be married and have a family.

- My goal is to live in a dorm on campus until I graduate from USU, then I will live in an apartment by myself.

- My goal is to effectively use an augmentative communication device with family at home, with friends and workers in the community, and with co-workers on the job.

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1. Student's postsecondary goals, based on student's preferences and interests:

Employment:

My goal(s) for work is/are: _____

Post-Secondary Education/Training:

My goal for continued training or education is: _____

Independent Living:

My goal for independent living is: _____

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Let's break that down.

- Transition assessment must related to training, education, employment, and independent living skills (where appropriate).
- Postsecondary goals must be appropriate and measurable.
- Postsecondary goals must be based on age-appropriate transition assessment.
- *Transition services for a student are those services that the student needs to assist the student in reaching those goals. Who might be providing or paying for transition services?*
- Transition services include Courses of Study.
- Students must be actively involved in transition planning.

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Transition Services

- A coordinated set of activities or strategies focused on improving the academic and functional achievement
- Will facilitate movement from school to post-school activities
- Build from the present levels of academic achievement and functional performance (PLAAPF) which describe where the student is currently performing in relationship to his postsecondary goals
- May be special education, if provided as specially designed instruction, or a related service (e.g. transportation), if required to assist the student to benefit from special education.

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Transition Services may include:

- **Instruction** the student needs to receive in specific areas to complete needed courses, succeed in the general curriculum and gain needed skills post high school.
- **Related services** the student may need to benefit from special education while in school. If related services will be needed beyond high school, the IEP should identify, as appropriate, linkages to adult agencies or providers before the student leaves the school system.
- **Community experiences** that are provided outside the school building or in community settings. Examples may include community-based work experiences and/or exploration, job sit training, banking, shopping, transportation, counseling and recreation activities.

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- **Employment or other post-school adult living objectives** the student needs to achieve desired post school goals. These could be services leading to a job or career or those that support activities done occasionally such as registering to vote, filing taxes, renting a home, accessing medical services, filing for insurance or accessing adult services such as Social Security Income (SSI).
- **Acquisition of daily living skills** to perform tasks that adults do every day, such as preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, grooming, etc.
- **Functional vocational evaluation** to gather information about job or career interests, aptitudes and skills. Information may be gathered through situational assessment, observation, or formal measures and should be practical.

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Consider:

- What services, supports or programs does this student currently need?
 - Specially designed instruction, accommodations and modifications, related services, job coaching, special transportation, assistive technology, etc.
- Based on what the student currently needs:
 - What services, supports or programs will this student need in order to achieve his or her desired postsecondary goals and lead to success as the student leaves high school?
 - Are linkages being made to the needed post-school services, supports or programs before the student leaves the school setting?
 - Are strategies included to ensure students and parents are aware of, and connected to, needed post-school services, programs and supports before the student leaves the school system?

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Guiding Questions

- What INSTRUCTION will be used in providing this student's transition services?
- When will skill development require that the student have COMMUNITY BASED EXPERIENCES?
- When should development of EMPLOYMENT OBJECTIVES begin for this student?
- What annual IEP goals might be written to prepare student for the OTHER ADULT LIVING DOMAINS that may be experienced after leaving school?
- Does the student need to acquire DAILY LIVING SKILLS?
- Is a FUNCTIONAL VOCATIONAL EVALUATION necessary for determining and providing appropriate transition services to this student?

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Examples: Employment

- I (John) will work in an on-campus part-time job while in college.
- Transition services (student needs) to support the goals might include:
 - Time management and scheduling (Instruction)
 - Personal banking instruction (Instruction, Community Based Experience)
 - Career counseling with VR or school counselor (Employment)
 - Instruction related to social skills in school and work settings (Instruction, Community Based Experience, Employment)
 - Driver Education class (Instruction)

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Example: Education

- I, John, will enroll in courses at SUU after I graduate from high school.
- Transition services (student needs) to support the goal might include:
 - Instruction related to word processing/keyboarding skills (Instruction)
 - Tutoring (peer or teacher) in reading comprehension skills (Instruction)
 - Self-monitoring instruction related to on-task behavior (Instruction)
 - Self-advocacy training (Instruction, Community Based Experiences, Employment)

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Examples: Independent Living Skills

- After completing high school, Lissette will independently use public transportation, including the public bus and trolley, to and from work sites.
- Transition services (student needs) to support the goal might include:
 - Instruction on community safety skills (Instruction, Community Based Experience)
 - Travel instruction – how to read bus schedules, bus number, etc. (Instruction, Community Based Experience)
 - Math instruction related to money usage (Instruction, Community Based Experience)
 - Literacy instruction related to sight word and safety word identification (Instruction, Community Based Experience, Employment)
 - Math instruction related to telling time on a variety of watches and clocks (Instruction, Community Based Experience, Employment)

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IDEA requirements for agency involvement

- To the extent appropriate, with the consent of the parents or a student who is age 18 or older, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

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Agency Involvement

- Use the Transition Action Guide and Adult Services Agency to become familiar with agency services (<http://www.schools.utah.gov/sars/Transition.aspx>)
- Once the student's transition services needs have been identified, determine who may provide or pay for those services.
- Agencies commonly involved include:
 - Division of Rehabilitation Services (VR)
 - Social Security Administration
 - Division of Services for People with Disabilities
 - Department of Work Force Services
 - College Disability Resource Centers
 - Independent Living Centers
 - Mental Health Centers

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Agency Involvement

- Obtain consent from the parent or adult student before inviting the agency representative.
 - In other words, the consent form must be signed (either giving or denying consent) before the agency representative's name appears on the Notice of Meeting or any other documentation of who will be in attendance at the IEP meeting.
- Separate consent must be obtained before each IEP meeting since the conversations at each IEP meeting are not the same and since confidential information about the student is always discussed (Letter to Gray, OSEP 2008).
- The consent requirement applies even if it is likely that the agency rep won't attend the meeting (Letter to Caplan, OSEP 2008).

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Practices that may increase agency involvement:

- Schedule a parent/student agency night.
- Review IEPs at the beginning of the semester to determine which agency(s) might be needed for which students – send consent forms then.
- Schedule IEPs for students with specific agency needs in blocks, e.g. first Friday of the month for VR and DRC, second Friday for VR only, third Friday for DSPD.
- Talk with agency reps about when they would like the referral process to begin.
- Talk with agency reps assigned to your high school about how much lead time they need before IEP meetings.

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2. Transition services: What transition services are needed to assist the student to reach the stated post-secondary goals? Are any special education services or related services required? Are any transition services likely to be provided or paid for by other agencies? (Consent of parent or student over 18 must be obtained prior to inviting agency representatives to the IEP meeting.)

Education/Instruction (*Instruction, Related services may be addressed here or elsewhere in the IEP*)

IEP goals _____ Considered, not needed Agency _____ Considered, not needed

Career/Employment (*Employment, other post-school adult living objectives, functional vocational evaluation*)

IEP goals _____ Considered, not needed Agency _____ Considered, not needed

Community (*Community experience*)

IEP goals _____ Considered, not needed Agency _____ Considered, not needed

Adult Living (*Acquisition of daily living skills*)

IEP goals _____ Considered, not needed Agency _____ Considered, not needed

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Let's break that down.

- Transition assessment must related to training, education, employment, and independent living skills (where appropriate).
- Postsecondary goals must be appropriate and measurable.
- Postsecondary goals must be based on age-appropriate transition assessment.
- Transition services for a student are those services that the student needs to assist the student in reaching those goals. Who might be providing or paying for transition services?
- *Transition services include Courses of Study.*
- Students must be actively involved in transition planning.

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Courses of Study

- The course of study is a multi-year description of coursework and non-academic experiences from the student's current to anticipated exit year that is designed to help achieve the student's desired postsecondary goal(s).
- The courses of study must align with the postsecondary goals and with annual IEP goals.
- Course of study must be reviewed annually to ensure it aligns with changing postsecondary goals.
- Course of study is *not* a list of graduation requirements or what has already been completed.
- The course of study may have already been developed in the student's SEOP.

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Annual Review

- Review the course of study to ensure it:
 - 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 that relates to the student achieving their desired measurable postsecondary goals and helps them make a successful transition to post-school adult life.
 - Reflects multiple years of classes and educational experiences are specified, not just one year.

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Developing the Courses of Study

- The IEP team reviews the required courses leading to graduation or completion of a school program, and helps the student select courses and other educational experiences that are most likely to move the student toward his or her desired postsecondary goals.
- The IEP team should work closely with the guidance counselor who keeps a transcript of required courses toward graduation.
- The IEP team should review the transcript and ensure that the courses identified support the student's postsecondary goal.
- The guidance counselor may be involved in the IEP meeting should there be changes in the coursework.

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Developing the Courses of Study

- The decisions regarding the courses of study should relate directly to where the student is currently performing and what he or she wants to do after completing school.
- The IEP team may:
 - Review elective courses available and identify courses of study based on student's needs, taking into account preferences and interests.
 - Consider other educational experiences: work study, community-based instruction, independent living, and self-determination.
 - Consider whether any prioritization is necessary.

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3. Courses of Study Addressing Post-School Transition Needs for Post-Secondary Adult Activities: This must be a multi-year plan, reviewed and revised annually that specifies the educational courses and experiences that will assist the student in achieving his/her post-secondary goals: _____

SEOP attached

Graduation tracking sheet attached **if it includes courses to be taken from the current time to the end of the student's school career**

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Let's break that down.

- Transition assessment must related to training, education, employment, and independent living skills (where appropriate).
- Postsecondary goals must be appropriate and measurable.
- Postsecondary goals must be based on age-appropriate transition assessment.
- Transition services include Courses of Study.
- Transition services for a student are those services that the student needs to assist the student in reaching those goals. Who might be providing or paying for transition services?
- ***Students must be actively involved in transition planning.***

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Student involvement in transition planning:

- Students must be invited to the IEP meeting if a purpose of the meeting will be the consideration of the post-secondary goals for the student and the transition services needed to assist the student in reaching those goals.
 - Documentation?
 - Adult students?
 - Students with very significant cognitive disabilities?
- If the student does not attend the IEP meeting, the LEA must take other steps to ensure that the student's preferences and interests are considered.
 - Documentation?
 - Students unable to indicate preferences and interests?

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5. Student Participation: If the student did not attend the IEP meeting, describe how the student participated in the transition planning process:

Interview Interest inventory Questionnaire

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The Rest of the IEP – Measurable Annual IEP Goals

- Measurable postsecondary goals occur after the student leaves school and are his/her vision of the future.
- Measurable annual IEP goals are statements of what a child can reasonably be expected to accomplish (e.g. master some skill or knowledge) within a twelve month period.
- Measurable annual IEP goals address the skills needed to facilitate the student's achievement of measurable postsecondary goals.

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IEP goals for John

- John's postsecondary employment goal was to work part-time on campus.
 - Example: By March 1, John will be able to report 3 possible occupations for part-time employment that are aligned with his interests and skills, based on career assessments and interest inventories.
 - Assessing interests is a step in helping John determine jobs in which he would be most successful during college.
 - Non-example: John will attend the annual job fair and participate in mock interviews with invited employers.
 - Why is this a non-example?

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IEP Goals for John

- John's postsecondary education goal was to enroll at SUU.
 - Example: Given SUU information, John will demonstrate knowledge of the admission requirements by verbally describing these requirements and identifying admission deadlines with 90% accuracy by November of this school year.
 - Participation in education is the primary focus.
 - Learning about admission requirements will help him meet his postsecondary goal of college enrollment.
 - Non-example: Given the SUU handbook, John will choose and participate in two intramural sports that interest him.
 - Why is this a non-example?

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IEP Goals for Lissette

- Lissette's postsecondary independent living goal was to use public transportation.
 - Example: Given travel training situations, Lissette will demonstrate sitting quietly and refraining from talking to strangers at least two times while utilizing public transportation across three training opportunities.
 - This is a skill that she would need to have in order to safely travel using public transportation.
 - The skill may be taught during high school.
 - Non-example: Given several coins, Lissette will match the coin with its amount six out of eight times by November 3 of this year.
 - Why is this a non-example?

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Putting it all together: John

- Postsecondary employment goal:
 - I (John) will work in an on-campus part-time job while in college.
- Transition services:
 - Education/Instruction
 - Time management and scheduling
 - Personal banking instruction
 - Instruction related to social skills in school and work settings
 - Career/Employment
 - Career counseling with VR or school counselor
 - Instruction related to social skills in school and work settings
 - Community, Adult Living
 - Instruction related to social skills in school and work settings
- One possible IEP goal related to career choices:
 - By March 1, John will be able to report 3 possible occupations for part-time employment that are aligned with his interests and skills, based on career assessments and interest inventories.
- Which agency might provide or pay for transition services?

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Putting it all together: John

- Postsecondary education goal:
 - I, John, will enroll in courses at SUU after I graduate from high school.
- Transition services:
 - Education/Instruction
 - Instruction related to word processing/keyboarding skills
 - Tutoring (peer or teacher) in reading comprehension skills
 - Self-monitoring instruction related to on-task behavior
 - Self-advocacy training
 - Career/Employment
 - Self-monitoring instruction related to on-task behavior
 - Self-advocacy training
- One possible IEP goal related to self-advocacy:
 - Given SUU information, John will demonstrate knowledge of the admission requirements by verbally describing these requirements and identifying admission deadlines with 90% accuracy by November of this school year.
- Which agency might provide or pay for transition services?

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Putting it all together: Lissette

- Lissette’s postsecondary independent living goal:
 - After completing high school, Lissette will independently use public transportation, including the public bus and trolley, to and from work sites.
- Transition services:
 - Education/Instruction
 - Instruction on community safety skills
 - Travel instruction
 - Math instruction related to money usage
 - Literacy instruction related to sight word identification
 - Math instruction related to telling time on a variety of watches and clocks
 - Community
 - Instruction on community safety skills
 - Travel instruction
- One possible IEP goal related to community safety skills:
 - Given travel training situations, Lissette will demonstrate sitting quietly and refraining from talking to strangers at least two times while utilizing public transportation across three training opportunities.
- Which agency might provide or pay for transition services?

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Resource

- Compliance Tips for Indicator 13
- <http://www.schools.utah.gov/sars/DOCS/transition/compliance/tips.aspx>

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Age of Majority Graduation Summary of Performance

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Transfer of Rights at Age of Majority

- Beginning at least one year before the student's 18th birthday, the LEA must notify the student and parents of any rights under IDEA that transfer to the student unless guardianship has been awarded to another adult.
- An adult student has the right to approve his or her own educational placement and IEP without help from parents, family, or special advocates.
- An adult student has the right to allow parents, family, or special advocates to help if he/she desires.

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Notice to Student and Parents

- The LEA must provide any required notice (written prior notice) to both the student and the parents, including:
 - Consent for evaluation
 - Identification (eligibility)
 - Placement
 - Provision of FAPE (IEP)

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Student's Rights

- All these rights accorded to the parents transfer to the student:
 - Request for an Independent Educational Evaluation
 - Consent for evaluation or initial placement
 - Access to educational records without student's consent unless the student is dependent on the parents for support

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Parents' Rights

- Parents retain the right to:
 - file a state complaint as an interested party; and
 - file a due process hearing request if the timeline is within the statute of limitations.

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Transfer of rights.

Not later than one year before the student's 18th birthday, the student has been informed of all rights under IDEA that transfer to the student on _____ (date).

The student (age 18 and older) was provided with an explanation of those Procedural Safeguards on _____ (date).

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Graduation

- Graduation with a regular high school diploma:
 - Ends a student’s eligibility for a FAPE; and
 - Is a change in placement requiring written prior notice be given to parent and student.
- Exiting with a Certificate of Completion does not end eligibility for a FAPE.
- Exiting at maximum age for eligibility does not require written prior notice of change in placement.
- Exiting with a Utah High School Completion Diploma (based on GED) does not end eligibility for a FAPE.
- Exiting with an Adult Education Secondary Diploma ends eligibility for a FAPE and requires written prior notice of change of placement.

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Graduation:

Anticipated graduation/school completion date: _____

Anticipated exit document:

- High School Diploma Certificate of Completion
- Graduation tracking sheet/documentation of substitutions attached

NOTE: Summary of Performance must be provided to students upon exit from school.

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Summary of Performance

- Summary of Academic Achievement and Functional Performance
- Given to the student at:
 - Exit from school due to graduation with a regular high school diploma; or
 - Exit from school due to reaching maximum age.
- At a minimum, contains:
 - Summary of AA and FP; and
 - Recommendations to assist student in reaching postsecondary goals.
- Best practice would also include, at a minimum:
 - Postsecondary goals
 - Accommodations and assistive technology used

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Questions or Concerns?

- Please contact me:

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801-538-7645

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