

# **Transition Resource Manual**

**201, -201-**



Adapted from Transition Resource Manual 2014-2015  
as developed by Lisa Dearlove -  
RSE-TASC Western Region Transition Specialist

*Note: The following resources are samples ONLY. They are not to be construed as the singular “approved phrasing” or methods... they are merely provided as additional resources for use in identifying the types of information that could be added to an INDIVIDUALIZED Education Program.*

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# SOURCES OF TRANSITION INFORMATION

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## Regional Special Education Technical Assistance Support Center (RSE-TASC)

### Transition Specialists – Mid-Hudson Region

Patti Davis      [patti.davis@dcboces.org](mailto:patti.davis@dcboces.org)      845.486.4840 x3028

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### Website Resources:

**ACCES-VR** (Adult Career and Continuing Education Services – Vocational Rehabilitation) – the entity formerly known as VESID – provides support to individuals with disabilities seeking employment

<http://www.access.nysed.gov/>

**Career Zone** – Online assessment tool, research tool, and electronic portfolio for students

<http://careerzone.ny.gov/views/careerzone/index/jsf>

**Center for Parent Information and Resources (CPIR)** – Supporting the Parent Centers who serve families of children with disabilities

<http://www.parentcenterhub.org>

**College and Career Readiness & Success Center** - dedicated to ensuring all students graduate high school ready for college and career

<https://ccrcenter.org/>

**Going to College** - A resource for teens with disabilities that provides video clips, activities and additional resources that can help them get a head start in planning for college

<http://www.going-to-college.org/>

**HealthyTransitionsNY.org** - teaches skills and provides tools for medical care coordination, keeping a health summary, and setting priorities during the transition process

<http://healthytransitionsny.org/>

**Hudson Valley Special Education Parent Center** – State funded regional parent center that offers workshops, events, publications, and other resources to help parents and professionals support individuals with disabilities

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

**I'm Determined** – Offers a variety of tools and resources to support implementation of self-determination instruction in schools

<http://www.imdetermined.org/educators/>

**Job Accommodation Network** – Information about workplace accommodations, ADA, and related legislation

<http://askjan.org/>

**National Alliance for Secondary Education and Transition** – Transition Toolkit and other resources for supporting the transition of youth

<http://www.nasetalliance.org/index.htm>

**National Center on Secondary Education and Transition** – Publications and nation-wide resources

<http://www.ncset.org>

## SOURCES OF TRANSITION INFORMATION

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**National Collaborative on Workforce and Disability** – Information and resources help students and families understand issues about youth with disabilities at work  
<http://www.ncwd-youth.info/>

**National Technical Assistance Center on Transition** – Evidence-based practices, capacity building, lesson plan starters, products & resources  
<http://www.transitionta.org>

**National Work Readiness Credential** – Provides framework, profile, and curricular materials for the NWRC  
<http://www.workreadiness.com/nwrc.html>

**NY State Education Department** – Office of Special Education  
<http://www.p12.nysed.gov/specialed/>

**Partnership for 21<sup>st</sup> Century Learning** – Tools and resources to promote 21<sup>st</sup> century readiness for all students  
<http://p21.org/>

**Transition Coalition** – Online courses, modules, assessment reviews, materials, and publications  
<http://www.transitioncoalition.org/transition/index.php>

**Think College** – College Options for People with Intellectual Disabilities  
<http://www.thinkcollege.net/index.php>

**Transitions ACR – Transition to Adulthood Center for Research** – Supporting transition for individuals with serious mental illness  
<http://labs.umassmed.edu/transitionsRTC/index.htm>

**Transition Source** – Resources for collaboration, planning, and activities related to transition  
<http://transitionsource.org>

**What Works Clearinghouse** – Provides information on topics such as career and college readiness, drop- out prevention, and special populations  
<http://ies.ed.gov/ncee/wwc/>

## Suggested Timeline for Transition Planning

	Activity	Age Range
	Administer initial vocational assessment	12
	Complete periodic vocational assessments (at least annually)	12-21
	Develop a career plan and update annually (utilize goal setting & backward planning)	12-21
	Participate in strength-based person centered planning	12-21
	Develop skills in self-determination & self-advocacy	12-21
	Explore community leisure activities	12-21
	Notify parents that transition services will be incorporated into the IEP (must be in IEP when student turns 15)	14 (or younger if appropriate)
	Introduce and discuss transition services	14 (or younger if appropriate)
	Develop post-school outcomes with student	14-21
	Develop transition component of IEP and update annually	14-21
	Assure that copies of work-related documents are available <ul style="list-style-type: none"> <li>• Social Security Card</li> <li>• Birth Certificate</li> <li>• Obtain Working Papers (if appropriate)</li> </ul>	14-17
	Identify Diploma &/or Credential student is working toward	14-17
	Obtain parental consent for adult agency linkages	14-21
	Consider employment/volunteer experience	14-21
	Consider need for residential opportunities, including completing applications as appropriate	14-21
	Obtain personal ID card/ driver's license	16-18
	Develop transportation/mobility strategies	16-21
	Investigate SSDI/SSI/PASS/Medicaid programs	16-18
	Consider guardianship or emancipation	16-18
	Involve ACCES-VR/NYSCB as appropriate, 2 years prior to school exit	16-20
	Investigate post-school opportunities (further educational or vocational training, college, military, etc...)	16-21
	Register to vote	18
	Male students register for draft	18
	Review health insurance coverage: Notify insurance carrier of disability & investigate rider of continued eligibility if needed	18 - 21



# Step One: Transition Assessments

To identify what are the student's:

- Strengths
- Interests
- Preferred activities & environments
- Values
- Skills
- Academic abilities
- Learning Styles

## Present Levels of Performance

Use data and examples to describe the student's:

- Levels of knowledge
- Skill development & deficits
- Intellectual development & adaptive behavior
- Rate of progress
- Learning styles
- Strengths, preferences, & interests
- Academic, functional, management and developmental needs
- Parent's concerns & own input
- Future plans

## Measurable Post Secondary Goals

- What are the student's goals for life after exit?

## Transition Needs & Course of Study

*In reflection of Evals/PLPs/MPSGs:*

- What skills should the student learn?
- What experiences will the student need?
- What supports/linkages will the student need?
- What self-advocacy skills will the student need?
- What instruction will the student need?

## Coordinated Set of Activities & Annual Goals

- What skill development & transition activities will be provided to meet the student's transition needs?





# Components of a Transition Plan in the IEP

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## **Present Levels of Performance (PLP):**

### **Evaluations:**

- Transition Assessments
  - Minimally 2 transition assessment required to be documented
  - Evaluation section should contain name & date of assessment and brief summary/explanation of results using family-friendly language

### **Academic PLP: *Provides support for Measurable Post Secondary Goals (MPSG), Transition Needs & Course of Study, transition-related Annual Goals, & Coordinated Set of Transition Activities***

- Transition Paragraph(s)
  - Detailed results of transition assessments linked to:
    - what is observed in school
    - future goals (MPSGs) of the student
  - Student voice related to future goals, strengths, preferences, and interests
  - Student's current & past experiences/activities that relate to future goals
  - Description of needs, skill deficits, & barriers related to achievement of future goals
  - Parent input regarding:
    - student's future goals
    - student's current activities related to transition
    - concerns related to student's transition
  - Information from CTE and other teachers/staff regarding student's current progress and skills related to the student's future goals
  - Information from agency personnel who are working with the student
  - Description of future adult supports/services that the student may need
  - Additional transition information may be added to Social & Physical PLP as appropriate

### **Measurable Post Secondary Goals (MPSG): *Statements of what the student will do after exiting from school based on their current strengths, interests, & preferences***

- 3 Simple Sentences
  - Most students should have a goal for each of the 3 sections
    - Education/Training
    - Employment
    - Independent Living (appropriate when student has a goal to live with increased independence in the future)
  - Goals must be based on assessment data and supporting details provided in transition section of PLP
  - Goals must be student's goals
  - Goals should be as specific as possible
  - Goals must be written using measurable wording
    - Student will \_\_\_\_; Student's goal is to \_\_\_\_; or, Student shall \_\_\_\_

# Components of a Transition Plan in the IEP

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## **Transition Needs & Course of Study**

### **Transition Needs**

- Bulleted list of needs based on transition assessments, data in PLPs, and the student's MPSGs
  - Each need should match to information provided in the PLP
- Can include:
  - Needs identified in the PLP Need areas
  - Additional needs relevant to the student's MPSGs
- At least one need should be met by an annual goal
- All transition needs should be met by an activity in the Coordinated Set of Activities

### **Course of Study**

- Must identify the diploma &/or credential student is striving to achieve
  - Regents diploma
  - Regents diploma with CDOS Credential
  - Local diploma
  - Local diploma with CDOS Credential
  - Skills and Achievement Commencement Credential (do not use acronym)
    - only for students who are NYSAA eligible & assessed
- Must identify the coursework &/or instruction the student will receive to support their MPSGs
  - Long term vision

## **Transition-related Annual Goals**

- Must have at least one annual goal that supports a transition need
- Every annual goal must
  - be supported by baseline data in the PLP
  - be measurable and evaluative

## Components of a Transition Plan in the IEP

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### **Coordinated Set of Transition Activities**

- Is there a transition service list that will enable the student to meet post-secondary goals?
- Transition services may include:
  - Instruction
  - Related Services
  - Community Experiences
  - Development of Employment and Other Post School Adult Living Objectives
  - Acquisition of Daily Living Skills
  - Functional Vocational Assessment
- If a transition service in the coordinated set of activities is considered by the CSE but determined not necessary or appropriate to help the student achieve his/her measurable postsecondary goals, that area may be left blank. However, if all areas are left blank, the district is noncompliant with this citation.
- The IEP must identify any related services (e.g., rehabilitation counseling services, school social work, orientation and mobility services) the student may need as a transition service to support the student in attaining the projected post-school outcomes. (Related services recommended as a transition activity must also be documented under the IEP section “Special Education Program/Services.”)
- Activities must:
  - Be specific
  - Be able to be supported by district/school/agency
  - Meet a transition need and enable the student to meet the postsecondary goal
  - Have the school/agency and personnel position responsible identified in the designated section (Best Practice)



## Evaluation Results

- This section should provide the name/type of assessment, the date completed and a brief description of the results in parent-friendly language.
- Identify the results of the initial or most recent individual evaluation of the student as well as the results of the student's performance on any general State or district-wide assessment programs
- For students beginning with the first IEP to be in effect when the student turns age 15, and annually thereafter, this section can include information from the age appropriate transition assessments provided to the student that are being considered in the development of the student's IEP.
  - Assessments that provide scores or detailed results are generally put in this section, while narrative & anecdotal results are usually indicated in the transition paragraph of the PLP.

### PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

#### EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)

Functional Behavioral Assessment - 10-11-09 - Problems identified in the areas of self-regulation, attention and aggression in the form of destruction of materials. Aggression found to be avoidance / escape behaviors in response to stress and skill deficits.

Psycho-educational Assessment - 10-20-09

*Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV)*: 95 (average) in verbal comprehension, 86 (low average) in perceptual reasoning, 71 (borderline) in working memory, and 88 (low average) in processing speed

*Woodcock-Johnson Tests of Achievement-Third Edition (WJ-III ACH)*: standard (and percentile) scores of 85 (14) in broad math, 80 (11) in basic reading skills, 87 (9) in math calculation skills, and 85 (13) in academic skills).

*Silent Reading Test*, score of 72 - borderline range.

*Test of Written Language-Third Edition*, standard composite score in the borderline range

Speech and Language Assessment - 10-5-09 - Clinical Evaluation of Language Fundamentals-Third Edition standard score in the below average range for the sentence repetition subtest and in the very low range for the listening to paragraphs subtest.

Physical Examination – 9-1-09 – Physical development is within normal range. Seizures medically controlled. Some side effects of seizure medication noted.

Classroom Observation - 10-15-09 - Difficulties with transition from one activity to the next. When presented with reading tasks, he ripped pages from the book. Broke pencils during math assignments. Attempted to leave the classroom 5 times during instructional periods. These behaviors did not present during the observation of the student during lunch, art and adapted physical education classes.

**Transition Assessment - May 2009 - Parent Transition Planning Interview, Independent Living Assessment Inventory, Vineland II Independent Living Skills; Informal Money management checklist. Enderle-Severson Transition Rating Scale (ESTR-R); Jobs & Job Training - score 46%, Recreation & Leisure - score 77%, Home Living - score 25%, Community Participation - score 60%, and Post Secondary Training - score 10%. Has expressed an interest in animal care. Has one work experience working in his father's Veterinary Office. Does not understand factors that influence job retention, dismissal, and promotion. Does not know how to use resources for assistance in job searching. Lacks skills necessary to complete a job application or job interview; and does not understand information on a paycheck. Enjoys swimming at the YMCA. His family supports the goal that he live outside of their home after high school, in a setting with supervision and support. (Could be moved to PLP)**

State and District-wide Assessments -

Iowa test results (March 2009) grade equivalent scores of 4.9 in reading, 2.5 in mathematics, 3.0 in science, and 4.6 in social studies.

State Assessment English language arts - Grade 8 - Level 2 (partially proficient).

State Assessment Mathematics - Grade 8 - Level 3 (proficient).



## Initial (Level 1) Career Assessments

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The Initial (Level 1) Career Assessments, which is mandatory for all students who are classified, is the structured collection of information that begins in middle school. Besides asking work skills questions that may be answered by existing information in student files, the process obtains information from key individuals, especially the student. The team, consisting of students, families and schools can begin to examine educational program and career options. This can ensure that students are exposed to enough information to make a real career choice that meets the student's needs, preferences and abilities.

### Suggested Timeline of Activities

Grade 7 (Age 12)

Activity	Comments	Suggested Date
Student Interview (mandated)	Opportunity for the student to provide direct input into the career assessment process.	First 3 months of the school year
Parent Interview (mandated)	Opportunity for the parents to have direct input in the career assessment process concerning their hopes and dreams about their child.	Fall of the school year
Educational Staff Reports (2 required)	Opportunity for staff who know the student to provide direct input concerning the student's strengths and abilities in various educational settings.	February of the school year
Exposure to a variety of careers	Gives the student the opportunity to develop an experience base from which to state a preference. Also, let the student learn that there are many different types of jobs in the world.	During the school year
Social skills review	An examination of how the student interacts in a variety of situation with persons, places and things.	May be done during the 7 <sup>th</sup> or 8 <sup>th</sup> grade
Annual Summary Sheets	Used to summarize the current year's Initial (Level 1) Career Assessments activities and identify future career assessment activities. Attached to the IEP	Before annual IEP reviews

For Sample Initial (Level 1) Career Assessment Forms and a Manual on how to complete Initial (Level 1) Career Assessments, please visit the following link:

<http://www.p12.nysed.gov/specialed/transition/level1careerassess.htm#distribution>





**Basic Skills**

- Can Read
- Can Write
- Perform Math Functions
- Listens Effectively
- Speaks Clearly



**Thinking Skills**

- Can Think Creatively
- Uses Decision Making Skills
- Thinking Leads to Problem Solving
- Knows How to Learn
- Applies Knowledge to New Situations

**Technology**



- Selects /Applies Technology
- Maintains Equipment
- Designs and Creates To Meet Needs

**Interpersonal Skills**



- Teaches Others
- Serves Clients
- Exercises Leadership
- Negotiates/Communicates
- Works as a Member of a Team
- Works with Diversity

**Career Development and Occupational Studies  
Standard 3A  
Universal Foundation Skills**



**Systems**

- Improves & Designs Systems
- Monitors & Corrects Performances
- Understands How Systems Perform Related to Goals, Resources and Organizational Function

**Managing Information**



- Acquires and Evaluates Information
- Organizes/Maintains Information
- Interprets/Communicates Information
- Uses Computers to Enter, Modify, Retrieve and Store Data

**Managing Resources**

Understands how to use:

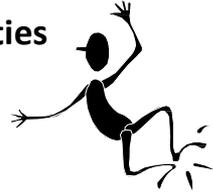
- Materials
- Facilities
- Time
- Money
- Human Resources
- Networking



**Personal Qualities**

Demonstrates:

- Responsibility
- Ability to Plan
- Ability to Take Independent Action
- Integrity/Honesty
- Self-determination and ability to self-evaluate knowledge, skills and abilities





# What New Workers in Entry Level Jobs Need to Be Able to Do

New workers need to be able to use these EFF Skills...

## Communication Skills

- 1 Speak So Others Can Understand
- 2 Listen Actively
- 3 Read With Understanding
- 4 Observe Critically

## Interpersonal Skills

- 1 Cooperate With Others
- 2 Resolve Conflict and Negotiate

## Decision Making Skills

- 1 Use Math to Solve Problems and Communicate
- 2 Solve Problems and Make Decisions

## Lifelong Learning Skills

- 1 Take Responsibility for Learning
- 2 Use Information and Communications Technology\*

...well enough to successfully carry out these critical entry level tasks:

### Acquire and Use Information

- Acquire, use, and share information accurately and in a timely manner in order to: 1 2 3 4 ▲ 1 2 3
- Get work done.
- Identify appropriate procedures.
- Respond to requests from internal and external customers.
- Read and understand information presented in written form well enough to get the job done. 2 3
- Communicate in spoken English well enough to get the job done. 1 2 3
- Ask for clarification or help from supervisor or appropriate others when needed. 1 2 4 ▲ 1

### Use Technology

- Learn how to use appropriate computer-based technology to get the job done most efficiently. 3 4 1 2
- Be able to use a telephone, pager, radio, or other device to handle and process communication. 1 2 3 4
- Make sure that all equipment is in safe working order. 4 1 2 3
- Use equipment properly to minimize damage to equipment or injury to oneself or others. 3 4 1 2

### Use Systems

#### UNDERSTAND SYSTEMS

- Understand how one's own performance can impact the success of the organization. 1 2 4 ▲ 1
- Comply with organizational policies and procedures in a consistent manner. 2 3 4 ▲ 1
- Pay attention to company guidelines regarding: 1 2 3 4 ▲ 1
  - Personal and professional interactions.
  - Appropriate dress.
  - Health and safety.
- Follow established procedures for handling urgent situations or emergencies. 1 2 3 4 2
- Keep informed about quality and health standards set by external sources, including unions, OSHA, and other national and international organizations. 2 3 4 ▲ 1
- Go to the appropriate person/source when approval is needed for work-related activities. 1 2 3 4 ▲ 1 2

#### MONITOR AND CORRECT PERFORMANCE

- Monitor quality of own work. 4 1 2 3 4
- Accept and use constructive criticism for continuous improvement of own job performance. 2 4 ▲ 2 3
- Keep track of changes within the organization and adapt to them. 1 2 4 ▲ 1

### Work With Others

#### DIVERSITY

- Work as part of a team to develop and achieve mutual goals and objectives. 1 2 4 ▲ ▲ 2
- Develop and maintain good working relations with coworkers, supervisors, and others throughout the organization, regardless of background or position: 1 2 4 ▲ ▲ 1
  - Be respectful and open to the thoughts, opinions, and contributions of others.
  - Avoid use of language or comments that stereotype others.

#### NEGOTIATE

- Work through conflict constructively. 1 2 4 ▲ ▲ 2

#### SERVE CLIENTS

- Address customer comments, questions, concerns and objections with direct, accurate, and timely responses. 1 2 3 4 ▲ ▲ 2 1
- Verify customer or client identification to validate forms, provide services, or carry out procedures. 1 2 3 4 2 3

### Integrity

- Demonstrate integrity. 1 2 4 ▲ 1
- Maintain confidentiality, as appropriate, about matters encountered in the work setting. 2 4 ▲

### Know How to Learn

- Accept help from supervisors and coworkers. 1 2 4 ▲ 1
- Learn new/additional skills related to your job. 2 3 4 ▲ 2 1
- Learn about the products/ services of the organization. 2 3 4 1 2

### Responsibility

- Demonstrate willingness to work. 1 2 ▲ 1
- Take responsibility for completing one's own work assignments: 2 3 4 ▲ 1
  - Accurately.
  - On time.
  - To a high standard of quality.
  - Even when the work is physically or mentally challenging.
  - As efficiently as possible, to minimize costs, rework, and production time.
- Show initiative in carrying out work assignments. 1 2 ▲ 1

### Allocate Resources

- Use basic math well enough to get the job done. 3 1 2 1
- Manage time effectively to: 2 3 4 ▲
  - Get the work done on schedule.
  - Prioritize tasks.
  - Make sure that urgent tasks are completed on time.
- Make sure that materials, tools, and equipment are available to do the job effectively. 4 1 2 3

### Solve Problems

- Cope with a work situation or tasks that change frequently: 1 4 ▲ ▲ ▲ 2 1
  - Demonstrate flexibility.
  - Accept new or changed work responsibilities with a positive attitude.
  - Adjust to unexpected problems and situations by seeking advice from a supervisor or appropriate others.
- Identify actual or potential problems related to one's own work: 1 2 4 ▲ ▲ ▲ 1 2
  - Report them in a timely manner, according to company policy.
  - Help to fix them.

### Self Management

- Display responsible behaviors at work: 1 2 3 ▲ ▲ ▲ 2 1
  - Avoid absenteeism.
  - Demonstrate promptness.
  - Maintain appropriate grooming and hygiene.
  - Do not attend to personal business when on the job, except in emergencies.
  - Manage stressful situations effectively.

\* This skill is not currently tested in the WRC.



Based on Equipped for the Future Standards



# LEARNING STANDARDS FOR CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS)

<b>Standard 1 CAREER DEVELOPMENT</b>		<b>Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes and abilities to future career decisions</b>	
KEY IDEA: Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals connection of work to the achievement of personal goals			
<i>Elementary Level Performance Indicators</i>	<i>Intermediate Level Performance Indicators</i>	<i>Commencement Level Performance Indicators</i>	
<ul style="list-style-type: none"> <li>• begin a career plan that would assist in the transition from school to eventual entry into a career option</li> <li>• demonstrate an awareness of their interests, aptitudes, and abilities</li> <li>• know the value of work to the individual and society in general</li> <li>• describe the changing nature of the workplace brought about by global competition and technology</li> <li>• explore their preferences for working with people, information, and/or things</li> <li>• demonstrate understanding of the relationship of decision making to the attainment of future goals</li> <li>• describe the changing roles of men and women at home and in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• continue development of a career plan that would assist in the transition from school to eventual entry into a career option of their choosing</li> <li>• demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research</li> <li>• understand the relationship of personal interests, skills, and abilities to successful employment</li> <li>• demonstrate an understanding of the relationship between the changing nature of work and educational requirements</li> <li>• understand the relationship of personal choices to future career decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• complete the development of a career plan that would permit eventual entry into a career option of their choosing</li> <li>• apply decision-making skills in the selection of a career option of strong personal interest</li> <li>• analyze skills and abilities required in a career option and relate them to their own skills and abilities.</li> </ul>	
<b>Standard 2 INTEGRATED LEARNING</b>		<b>Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.</b>	
KEY IDEA: Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.			
<i>Elementary Level Performance Indicators</i>	<i>Intermediate Level Performance Indicators</i>	<i>Commencement Level Performance Indicators</i>	
<ul style="list-style-type: none"> <li>• identify academic knowledge and skills that are required in specific occupations</li> <li>• demonstrate the difference between the knowledge of a skill and the ability to use the skill</li> <li>• solve problems that call for applying academic knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• apply academic knowledge and skills using an interdisciplinary approach to demonstrate the relevance of how these skills are applied in work-related situations in local, state, national, and international communities</li> <li>• solve problems that call for applying academic knowledge and skills</li> <li>• use academic knowledge and skills in an occupational context, and demonstrate the application of these skills by using a variety of communication techniques (e.g., sign language, pictures, videos, reports, and technology).</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate the integration and application of academic and occupational skills in their school learning, work, and personal lives.</li> <li>• use academic knowledge and skills in an occupational context, and demonstrate the application of these skills by using a variety of communication techniques (e.g., sign language, pictures, videos, reports, and technology)</li> <li>• research, interpret, analyze, and evaluate information and experiences as related to academic knowledge and technical skills when completing a career plan.</li> </ul>	

<b>Standard 3a UNIVERSAL FOUNDATION SKILLS</b>		
<b>Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.</b>		
<i>Elementary Level Performance Indicators</i>	<i>Intermediate Level Performance Indicators</i>	<i>Commencement Level Performance Indicators</i>
<b>BASIC SKILLS</b>		
Ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions		
<ul style="list-style-type: none"> <li>listen to and read the ideas of others and express themselves both orally and in writing; they use basic mathematical concepts and computations to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>listen to and read the ideas of others and analyze what they hear and read; acquire and use information from a variety of sources; and apply a combination of mathematical operations to solve problems in oral or written form.</li> </ul>	<ul style="list-style-type: none"> <li>use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.</li> </ul>
<b>THINKING SKILLS</b>		
Lead to problem solving, experimenting, and focused observations and allow the application of knowledge to new and unfamiliar situations		
<ul style="list-style-type: none"> <li>use ideas and information to make decisions and solve problems related to accomplishing a task.</li> </ul>	<ul style="list-style-type: none"> <li>evaluate facts, solve advanced problems, and make decisions by applying logic and reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate the ability to organize and process information and apply skills in new ways.</li> </ul>
<b>PERSONAL QUALITIES</b>		
Generally include competence in self-management and the ability to plan, organize, and take independent action		
<ul style="list-style-type: none"> <li>demonstrate the personal qualities that lead to responsible behavior.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.</li> </ul>
<b>INTERPERSONAL SKILLS</b>		
Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social and work situations.		
<ul style="list-style-type: none"> <li>relate to people of different ages and from diverse backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate the ability to work with others, present facts that support arguments, listen to dissenting points of view, and reach a shared decision.</li> </ul>	<ul style="list-style-type: none"> <li>communicate effectively and help others to learn a new skill.</li> </ul>
<b>TECHNOLOGY</b>		
Process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.		
<ul style="list-style-type: none"> <li>demonstrate an awareness of the different types of technology available to them and of how technology affects society.</li> </ul>	<ul style="list-style-type: none"> <li>select and use appropriate technology to complete a task.</li> </ul>	<ul style="list-style-type: none"> <li>apply their knowledge of technology to identify and solve problems.</li> </ul>
<b>MANAGING INFORMATION</b>		
Focuses on the ability to access and use information obtained from other people, community resources and computer networks.		
<ul style="list-style-type: none"> <li>describe the need for data and obtain data to make decisions</li> </ul>	<ul style="list-style-type: none"> <li>select and communicate information in an appropriate format (e.g., oral, written, graphic, pictorial, multimedia)</li> </ul>	<ul style="list-style-type: none"> <li>use technology to acquire, organize, and communicate information by entering, modifying, retrieving, and storing data.</li> </ul>
<b>MANAGING RESOURCES</b>		
Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.		
<ul style="list-style-type: none"> <li>demonstrate an awareness of the knowledge, skills, abilities and resources needed to complete a task.</li> </ul>	<ul style="list-style-type: none"> <li>understand the material, human, and financial resources needed to accomplish tasks and activities.</li> </ul>	<ul style="list-style-type: none"> <li>allocate resources to complete a task.</li> </ul>
<b>SYSTEM</b>		
Systems skills include the understanding of and ability to work within natural and constructed systems.		
<ul style="list-style-type: none"> <li>demonstrate understanding of how a system operates and identify where to obtain information and resources within the system</li> </ul>	<ul style="list-style-type: none"> <li>understand the process of evaluating and modifying systems within an organization.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an understanding of how systems performance relates to the goals, resources, and functions of an organization.</li> </ul>
<b>Standard 3b CAREER MAJORS: Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress towards gainful employment, career advancement, and success in postsecondary programs.</b>		

SELF DETERMINATION

	Supplier/Web Site	\$COST\$	Completed by	Comments
AIR Self-Determination Assessment	<a href="http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment.html">http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment.html</a>	FREE	Parent Educator Student	The AIR measures two broad self-determination components. Capacity refers to the student's knowledge, abilities, and perceptions that enable them to be self-determined. Opportunity refers to the student's chances to use their knowledge and abilities.
ARC Self-Determination Assessment	<a href="http://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/arc-self-determination-scale">http://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/arc-self-determination-scale</a>	FREE	Student	ARC Scale yields a total self-determination score and 4 sub-scores <ul style="list-style-type: none"> <li>• Autonomy</li> <li>• Self-Regulation</li> <li>• Psychological Empowerment</li> <li>• Self-Realization</li> </ul>
Personal Preference Indicators	<a href="https://www.ou.edu/content/dam/Education/documents/personal-preference-indicator.pdf">https://www.ou.edu/content/dam/Education/documents/personal-preference-indicator.pdf</a>	FREE	The individual with a disability, family members, friends, and knowledgeable professionals	These two tools provide self-advocates, families, professionals, and academic and community colleagues a means to develop plans that match the needs, strengths, and preferences of students and adults with developmental disabilities.
Field Hoffman Self-Determination Assessment Battery	<a href="https://sites.google.com/a/ghaea.org/transition-planning-services/self-determination/the-field-hoffman-self-determination-assessment-battery">https://sites.google.com/a/ghaea.org/transition-planning-services/self-determination/the-field-hoffman-self-determination-assessment-battery</a>	FREE	Student Educator Parent	Assess knowledge, behavior, and affective components of self-determination. Focuses on and delineates those variables related to self-determination that are within the individual's control and are potential targets for instructional intervention.
Book - Series: Informal Assessments for Transition Planning	<a href="http://www.proedinc.com">http://www.proedinc.com</a>	YES	Re-producible questionnaires and activities for students	<ul style="list-style-type: none"> <li>• Employment</li> <li>• Daily Living</li> <li>• Health</li> <li>• Self-Determination</li> <li>• Leisure Activities</li> <li>• Community Participation</li> <li>• Interpersonal Relationships</li> </ul>
Choice Maker	<a href="http://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/choicemaker-self-determination-assessment">http://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/choicemaker-self-determination-assessment</a>	YES	Educator	Intended for use with middle to high school students with emotional or behavior disabilities and mild to moderate learning problems. The assessment measures student skills and opportunities at school for: choosing goals, expressing goals, and taking action.

## TRAINING/EDUCATION

	Supplier/Web-Site	\$COST\$	Completed by	Comments
C.I.T.E Learning Styles	<a href="https://www.iidc.indiana.edu/styles/iidc/defiles/INSTRC/TuesTips/learning_style_inventory.pdf">https://www.iidc.indiana.edu/styles/iidc/defiles/INSTRC/TuesTips/learning_style_inventory.pdf</a>	FREE	Student	Identifies student assessed learning styles and offers teaching techniques
Post Secondary Readiness Rubric	<a href="https://thinkcollege.net/resource/transition-planning/postsecondary-readiness-rubric-v-4">https://thinkcollege.net/resource/transition-planning/postsecondary-readiness-rubric-v-4</a>	FREE	Student Teacher Counselor Parents	Tool to assist in determining how the student performs some of the critical skills needed to succeed in a post secondary setting
QuickBook of Transition Assessments	<a href="https://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf">https://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf</a>	FREE	Student	Reproducible informal assessments for transition
Effective College Planning Student Self-Assessment	WNY Collegiate Consortium of Disability Advocates <a href="https://www.wnyccda.org/uploads/3/9/0/8/39084539/ecp_workbook.pdf">https://www.wnyccda.org/uploads/3/9/0/8/39084539/ecp_workbook.pdf</a>	FREE	Student	Self-Assessment included in the student guide for Effective College Planning
Learning Style Survey for College	<a href="http://www.dvc.edu/enrollment/counseling/lss/">http://www.dvc.edu/enrollment/counseling/lss/</a>	FREE	Student	Online self-assessment with immediate online scoring with suggestions for leaning strategies based on learning style.
Study Skills Questionnaire	<a href="https://www.rccc.edu/sites/default/files/StudySkillsQuestionnaire.pdf">https://www.rccc.edu/sites/default/files/StudySkillsQuestionnaire.pdf</a>	FREE	Student	A simple checklist to help students learn more about their study skills strengths and needs
Book - Series: Postsecondary Education and Training	<a href="http://www.proedinc.com">www.proedinc.com</a>	YES	Student Teacher	Reproducible informal assessments for transition
ACCUPLACER	<a href="https://accuplacer.collegeboard.org/students">https://accuplacer.collegeboard.org/students</a>	N/A	Student Administered by Educational Institution	Computer-adaptive placement tests that assess reading, writing, and math skills of students to determine if developmental classes would be beneficial before the students take college-level work.

EMPLOYMENT/TRAINING

	Supplier/Web-Site	\$COST\$	Completed by	Comments
CareerZone	<a href="https://www.careerzone.ny.gov">https://www.careerzone.ny.gov</a>	FREE	Student	Online, assessment, job information, student portfolio. To explore careers related to your strengths, skills and talents.
Career Cluster Interest Survey	<a href="https://www.wistechcolleges.org/explore-careers/career-interest-questionnaire">https://www.wistechcolleges.org/explore-careers/career-interest-questionnaire</a>	FREE	Student	Identifies top three Career Clusters of interest based on responses. Takes about fifteen minutes to complete, can be used in the classroom or for career exploration. The survey can be printed out. It is not electronic. It may be used for educational purposes only.
CareerOneStop	<a href="http://www.careeronestop.org/">http://www.careeronestop.org/</a>	FREE	Student	Online: identify interests, explore careers
O'Net Online	<a href="https://www.onetonline.org/">https://www.onetonline.org/</a>	FREE	Student	Tool for career exploration and job analysis
Kingdomality	<a href="https://kingdomality.com/the-personal-preference-profile-test/">https://kingdomality.com/the-personal-preference-profile-test/</a>	FREE	Student	A short personality test that uses medieval vocational characters. The Kingdomality Personal Preference Profile is similar to the Myer's Briggs.
Transferrable Skills Survey	<a href="http://d.umn.edu/career-internship-services/career-handbook/transferable-skills">http://d.umn.edu/career-internship-services/career-handbook/transferable-skills</a>	FREE	Student	Online self assessment of skills in the areas of Communication; Research and Planning; Human Relations; Organization, Management, and Leadership; and Work Survival
ASVAB	<a href="https://www.asvabprogram.com/">https://www.asvabprogram.com/</a>	FREE	Military administrators to students	Assesses student's ability to learn new skills and is a predictor of success in training and education programs, the interest inventory and other activities help students explore the world of work
Book – Series: Employment and Career Planning	<a href="http://www.proedinc.com">www.proedinc.com</a>	YES	Student	Reproducible informal assessments for transition

## LIST OF ASSESSMENTS

## TRANSITION ASSESSMENT

### EMPLOYMENT/TRAINING CONT.

Self Directed Search	<a href="http://www.self-directed-search.com/">http://www.self-directed-search.com/</a>	YES	Student	A self-report of skills and interests. Based on Holland's RIASEC theory that both people and work environments can be classified according to six basic types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.
JIST Career Solutions	<a href="http://jist.emcp.com/">http://jist.emcp.com/</a>	YES	Student	Variety of surveys and questionnaires to get students thinking about careers and their interests. Other titles include: Job Survival and Success Scale
Transition Behavior Scale	<a href="http://www.hawthorne-ed.com/pages/transition/t2.html">http://www.hawthorne-ed.com/pages/transition/t2.html</a>	YES	Student Teachers	Measures student readiness for transition to employment, independent living and behavioral characteristics most predictive of behavior in society and employment.
Self-Directed Employment	<a href="http://eric.ed.gov/?id=ED465103">http://eric.ed.gov/?id=ED465103</a>	YES	Teacher Student	A handbook for Transition Teachers and Employment Specialists. Reproducible forms for student assessment.
Becker Work Adjustment Profile	<a href="https://www.disabilitytraining.com/product-info.php?Becker_Work_Adjustment_Profile-pid59.html">https://www.disabilitytraining.com/product-info.php?Becker_Work_Adjustment_Profile-pid59.html</a>	YES	Teacher, Job coach, job site personnel	Evaluates work habits, attitudes, and skills important for job readiness, work adjustment, and job employability for students on a job site
Picture Interest Career Survey	<a href="http://jist.emcp.com/picture-interest-career-survey.html">http://jist.emcp.com/picture-interest-career-survey.html</a>	YES	Student	Career assessment for persons with limited reading ability. It helps to identify interests by using pictures of people at work rather than text-based items
XTREME INTERN	<a href="http://xtremeintern.com/">http://xtremeintern.com/</a>	FREE	Student	An online, virtual career exploration program with assessments and career information
Career Wonders	<a href="http://dlr.sd.gov/lmic/menu_career_wonders.aspx">http://dlr.sd.gov/lmic/menu_career_wonders.aspx</a>	FREE	Student	Adapted from "Who R U" interest survey, this checklist breaks interests down into 16 career clusters.
Employability and Life Skills Assessment	<a href="https://www.ocali.org/project/tg_aata/page/elsa_documents">https://www.ocali.org/project/tg_aata/page/elsa_documents</a>	FREE	Student Parent	Divided by age groups (6-13 and 14-21) with separate forms for student and parent

**LIST OF ASSESSMENTS**

**TRANSITION ASSESSMENT**

**INDEPENDENT LIVING**

<b>TEST Name</b>	<b>Supplier/Web-Site</b>	<b>\$COST\$</b>	<b>Completed by</b>	<b>Comments</b>
Life Skills Inventory	<a href="https://www.iidc.indiana.edu/styles/iidc/defiles/INSTRC/Webinars/Life_skills_inventory.pdf">https://www.iidc.indiana.edu/styles/iidc/defiles/INSTRC/Webinars/Life_skills_inventory.pdf</a>	FREE	Teacher Counselor with Youth Involvement	Assesses 15 Life Skills Categories for Basic, Intermediate, Advance and Exceptional Skill Levels
Ansell-Casey Life Skills	<a href="http://www.caseylifeskills.org">www.caseylifeskills.org</a>	FREE	Student Caregiver	Easy to use tools to help young people prepare for adulthood. The life skills assessments provide instant feedback. Customized learning plans provide a clear outline of next steps, and the accompanying teaching resources are available for free or at a minimal cost.
Book – Series: Independent Living and Community Participation	<a href="http://www.proedinc.com">http://www.proedinc.com</a>	YES	Student	Reproducible informal assessments for transition
Enderle-Severson Transition Rating Scale	<a href="http://www.estr.net/publications.cfm">http://www.estr.net/publications.cfm</a>	YES	Student Parent Teacher	Assessment of strengths, participation with assistance, and areas of nonparticipation in five transition areas: Employment, Recreation and Leisure, Home Living, Community Participation, and Post Secondary Education. Developed for continuum of learners with mild to more disability.
Transition Planning Inventory (TPI)	Included in the ProEd Book <i>Informal Assessments for Transition Planning</i> or <a href="http://www.proedinc.com">http://www.proedinc.com</a>	YES	Students Parents Teachers	46 competency items in 9 domains Provides a baseline for identifying initial transition needs as well as a follow up assessment of skills and progress There is a computer version which simplifies the length by being able to click on needed sections.
Brigance Transition Skills Inventory	<a href="https://www.curriculumassociates.com/Products/BRIGANCE">https://www.curriculumassociates.com/Products/BRIGANCE</a>	YES	Teacher Student	Includes 100+ assessments covering academic skills, post-secondary, independent living and community participation. Has an online management system to track student progress and analyze data. Criterion referenced.
Vineland Adaptive Behavior Scale	<a href="http://www.pearsonclinical.com/psychology/products/100001622/vineland-adaptive-behavior-scales-third-edition--vineland-3.html">http://www.pearsonclinical.com/psychology/products/100001622/vineland-adaptive-behavior-scales-third-edition--vineland-3.html</a>	YES	Psychologist	Measures personal and social skills used for everyday living.

ADDITIONAL RESOURCES

	Web	Comments
<b>TRANSITION COALITION</b>	<a href="http://transitioncoalition.org">http://transitioncoalition.org</a>	Read reviews on commonly published transition assessments.
<b>Career Planning Begins with Assessment</b>	National Collaborative on Workforce and Disability for Youth <a href="http://www.ncwd-youth.info/publications/career-planning-begins-with-assessment-a-guide-for-professionals-serving-youth-with-educational-and-career-development-challenges/">http://www.ncwd-youth.info/publications/career-planning-begins-with-assessment-a-guide-for-professionals-serving-youth-with-educational-and-career-development-challenges/</a>	List of many different published tests. Chapter 3 of the guide <i>Career Planning begins with Assessment</i> .
<b>National Technical Assistance Center on Transition</b>	<a href="http://transitionta.org/">http://transitionta.org/</a>	Resource Information on Self Determination
<b>Life Centered Career Education</b>	<a href="http://www.cec.sped.org/Home/Publications/LCE-Transition-Curriculum">http://www.cec.sped.org/Home/Publications/LCE-Transition-Curriculum</a>  Varied Cost	The LCCE curriculum is designed to provide students who have mild mental disabilities, learning disabilities, or who are "at risk" with the important skills needed to function successfully as productive workers in the home and community. The curriculum focuses on both the paid and unpaid work that one does as a responsible community and family member, a citizen and volunteer, an employee, and a productive leisure and avocational participant
<b>National Deaf Center</b>	<a href="https://www.nationaldeafcenter.org/">https://www.nationaldeafcenter.org/</a>	PEPNet provides resources and expertise that enhance educational opportunities for people who are deaf or hard of hearing--including those with co-occurring
<b>Transition Source</b>	<a href="http://www.transitionsource.org">http://www.transitionsource.org</a>	Transition Source was designed to support educational programs and agencies across NYS, to advance the post-school outcomes of secondary students with disabilities. Within this website, you will find tools to assist with: <ul style="list-style-type: none"> <li>• Finding just the right web and agency resources to support your efforts</li> <li>• Strategic planning and progress development for secondary transition program development</li> <li>• Interactive features for online discussions, document and media sharing among members</li> <li>• Email messaging to other users of the website</li> <li>• Data collection tools to chart and report progress</li> </ul>

# High School DIPLOMA

# CREDENTIALS

(NOT High School Diplomas)

Non-Regents Pathway assessments are not subject to the appeal

- Regents Diploma:** 65 Pass on 4 Regents Exams (ELA, Math, Science, History) + 1 Multiple Pathway assessment
  - \*Appeal of 1 Score of 60-64
- Local Diploma via Appeal for all students:**
  - \*Appeal of 2 Scores of 60-64
- Local Diploma via Appeal for Students who are ELL:**
  - \*65 Pass on 4 Regents AND 55-59 on ELA OR
  - \*65 Pass on 3 Regents, 60-64 Appeal on 1 Regents and 55-59 on ELA
- Local Diploma via Safety Net for SWDS:**
  - \*Low Pass 55-64, or successful appeal of Score 52-54 for 1-2 Regents Exams
- Local Diploma Compensatory Option for SWDS**
  - \*Student may score 45-54 on one or more of the required exams (excluding ELA and Math) if they compensate with scores higher than 65 on other exams AND meet district attendance and course requirements.
  - \*English and Math scores must be  $\geq 55$ , or appealed from 52-54
- Local Diploma via Superintendent Determination for SWDS**
  - \* Student did not meet graduation requirements listed above
  - \* Course and credit requirements for graduation are met
  - \* ELA and Math scores must be  $\geq 55$ , or appealed from 52-54 OR Student met requirements for CDOS Commencement Credential
  - \* Student participated in exams required for graduation, but did not pass in one or more subject areas.
  - \* Student has otherwise demonstrated graduation level proficiency in the subject area.

## Career Development and Occupational Studies (CDOS) Credential (Multiple Pathway assessment or exiting credential)

Students MUST be provided appropriate opportunities to earn a diploma and have access to the general education curriculum.

- \*Option 1
  - \* Career Plan completed annually
  - \* Minimum 2 units (216 hours) of study in CTE coursework/and or work-based learning (CTE coursework must contain at least 54 hours of work-based learning)
  - \*Commencement level attainment of the CDOS Learning Standards.
  - \* Completion of Employability Profile
- \*Option 2: Attainment of a nationally recognized work readiness credential.



**Student Exit**  
College and Career Ready

Updated  
December  
2017

### High School Equivalency Diploma

**Test Assessing Secondary Completion (TASC)**

- Aligned with NYSED standards and Common Core
- Computer-based assessment
- In place as of 1/1/2014

## Skills and Achievement Commencement Credential

- \*Began 2013-2014 school year
- \*NYSAA eligible and assessed
- \*Attend 12 years of school, excluding kindergarten, or is exiting at the end of year in which student turns 21
- \*Accompanied by Student Exit Summary form



## Sample PLP Starter Statements for Transition

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*Note: The following starter statements are samples ONLY. They are not to be construed as complete, as a “script”, or as the singular or “approved phrasing”...they are merely provided as a springboard for identifying the types of information that could be added to an INDIVIDUALIZED Education Program.*

### To identify & support post-secondary education/training choices:

- During a transition planning meeting, Student Name expressed an interest in attending college after high school in order to become a \_\_\_\_(identify career)\_\_\_\_.
- While meeting with the school counselor to discuss classes for next year/semester, Student Name stated that she is interested in attending a two-year college to study \_\_\_\_(list topic)\_\_\_\_.
- During a transition planning interview, Student Name stated that he is interested in attending a four-year college to study engineering; however, he expressed concern about reaching that goal because of his difficulties with \_\_\_\_\_.
- After completing the CareerZone Interest Inventory, Student Name identified that she is interested in pursuing a certificate as a personal trainer. She would like to find out where that program is offered.
- After researching several colleges, Student Name stated she is interested in a career in education and would like to attend a four year school out-of-state.
- After attending a college fair, Student Name stated that he would like to attend \_\_(identify college)\_\_\_\_ because \_\_\_\_\_.
- Student Name stated during her transition planning meeting, that she is not interested in pursuing post-secondary education and will receive on-the-job training in her career in \_\_\_\_(identify career)\_\_\_\_.
- In an interest survey conducted on (identify date), Student Name states that he will attend a training program to become a \_\_\_\_(identify career)\_\_\_\_.
- After meeting with a recruiter, Student Name said that she would like to be trained as a \_\_\_\_(identify career)\_\_\_\_ while in the military.
- Student Name plans to receive additional training in auto mechanics after completing his BOCES vocational program.
- Student Name identified that she would like to receive vocational training in a program provided by \_\_\_\_(identify agency)\_\_\_\_
- Student Name stated that he will get on-the-job training in \_\_\_\_(identify career)\_\_\_\_ from a job coach.

## Sample PLP Starter Statements for Transition

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### To identify & support employment choices:

- During his transition planning meeting, Student Name stated that he was interested in becoming a \_\_\_(identify career)\_\_\_ and living in his own apartment.
- While Student Name was working with the school counselor to plan courses for next year/semester, she stated that she was interested in a career in the \_\_\_(identify career)\_\_\_ field and knew she would need to attend at least # of years of college in order to achieve that goal.
- While talking about his future during a transition planning meeting, Student Name indicated that he was not at all sure about what career he wants to pursue. He was interested in several areas such as \_\_\_(identify career)\_\_\_, \_\_\_(identify career)\_\_\_, and \_\_\_(identify career)\_\_\_.
- While talking about her future during a transition planning meeting, Student Name stated that she has “no idea” what career field she wants to work in. She said that she just knows that she wants to work so that she can earn enough money to live independently and she likes working with people.
- Student Name stated that he enjoys outdoor activities such as \_\_\_\_\_ and \_\_\_\_\_. He would prefer a job that would allow him to work outdoors. He would like to learn more about career opportunities that allow for outdoor work.
- After researching careers, Student Name states that she would like to be a doctor, but she expressed concern about reaching that goal because of her difficulties with math. She says that she enjoys her science classes and would like to improve her math skills.
- Student Name states that he would like to work in the \_\_\_(identify career)\_\_\_ field after graduation. He plans to get on-the-job training because he said that he is not interested in continuing his education.
- Student Name states that she plans to live at home with her parents and participate in a program at a local agency to improve her work skills. She is interested in working with\_\_\_\_\_.
- Student Name participated in a work experience at a local newspaper and stated that he is still interested in pursuing a career in graphic art/design.
- Student Name participated in a job shadow at a local veterinary clinic and states that she is no longer interested in a career working with animals. She would like to pursue a career working with \_\_\_\_\_.
- Student Name works part-time at a local supermarket and states that he enjoys working with customers and would like to pursue a career in \_\_\_\_\_.

## Sample PLP Starter Statements for Transition

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- Student Name interviewed a local police officer and states that she remains interested in pursuing a career in law enforcement as either a crime scene investigator or a detective.
- Student Name stated that he is interested in a career as a professional football player. He said he would consider \_\_\_(identify career)\_\_\_ as a back-up plan.
- Student Name stated that she is interested in a career as an actress but has no experience acting or performing. She said that she would like to take the drama elective offered during senior year and that she will try out for next year's school play & musical.

### To identify & support independent living choices:

- Student Name stated that she plans to live independently after completing her college education.
- Student Name feels that he will be able to live independently after graduation from high school because he maintains a job and is able to care for himself.
- Student Name intends to live in an apartment with friends after graduation.
- In order to reach his goal of living independently, Student Name feels that he needs to get his driver's license, get a job, and learn to budget his money.
- Student Name stated that she will move to Florida and live with her grandmother after graduation. She is already looking for job options in the area.
- Student Name would like to live in a supported apartment in the city and wants to learn how to use the transportation system (bus & subway).
- Although her parents would like her to continue to live with them, Student Name is interested in living independently in the community.
- Student Name stated that he plans to continue to live in a group home, but wants to learn how to cook his own meals and own a video game system.
- Student Name stated that she will live independently after living with her parents for a couple of years after graduation. She wants to get a job and have some savings before she moves out.
- Student Name has family that live in \_\_\_(identify location)\_\_\_ and he has visited there several times and would like to live there in the future.

## Sample PLP Starter Statements for Transition

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### To link strengths, preferences, and interests to transition goals:

- Student Name stated that he enjoys playing video games and spends hours on the computer every day. This supports his goal of being a \_\_\_\_(identify career)\_\_\_\_.
- Student Name enjoys babysitting and is interested in a career in \_\_\_\_(identify career)\_\_\_\_.
- Student Name stated he wants to become a \_\_\_\_(identify career)\_\_\_\_ because he enjoys \_\_\_\_(list topic)\_\_\_\_.
- Student Name enjoys participating in \_\_\_\_(identifyhobby/extracurricular)\_\_\_\_ which support her goal of becoming a \_\_\_\_(identify career)\_\_\_\_.
- Student Name enjoys his CTE vocational program in \_\_\_\_(identify career)\_\_\_\_ and wants to further his career in that field by \_\_\_\_(list topic)\_\_\_\_.
- Student Name stated that her favorite classes are \_\_\_\_(identifyclass)\_\_\_\_ and \_\_\_\_(identifyclass)\_\_\_\_ which correspond to her goal of going to college to become a \_\_\_\_(identify career)\_\_\_\_.

### To support transition needs:

- Student Name plans to attend a post secondary education after high school. Assessment information indicates that in order to be successful in that setting she needs to improve \_\_\_\_\_.
- Student Name plans on going to work after he graduates from high school. Based on his performance in his community based work experience program, he will need assistance to gain and maintain employment. He should apply for ACCES-VR services prior to graduation.
- Student Name plans to live with her family for several years after high school, but eventually wants to live in her own apartment with appropriate supports. In order to access the services of a Medicaid Service Coordinator to assist her, Student Name has to apply to the DDSO to determine eligibility for services. She also needs to work on improving basic household skills such as cooking and cleaning so that she will be able to live on her own
- Student Name attended his transition meeting, but had a difficult time expressing himself. He needs to develop self-determination and self-advocacy skills with teachers and staff.
- Student Name stated that she is unsure of what career she might be interested in and is also not sure about attending post secondary education. She needs to participate in career exploration activities this year to explore interests and options available to her.

## Sample PLP Starter Statements for Transition

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- Based on classroom observations of Student Name , he has good communication skills with his peers, but has difficulty accepting constructive criticism. He needs to work on how to respond to a supervisor when they offer him feedback.
- Based on observations of Student Name in classroom and job settings, she accomplishes tasks that are assigned to her in a timely manner. However, she needs to be reminded to locate a supervisor/teacher to request more work, or needs to go onto the next assigned task without waiting for a supervisor to direct her.
- Student Name stated goal is to attend a four year college to obtain a degree in (list topic) . His strengths in the area of (list topic) are consistent with this expressed goal. However, his weakness in the area of (list topic) will require him to develop (identify skill) .

### To share information gained from transition assessment:

- Results of the Transition Planning Inventory completed in (month&year) indicate that Student Name maintains excellent personal grooming & hygiene, is knowledgeable about and performs everyday household tasks, and maintains good physical health. His parents identify that he needs to learn more about money management and Student Name feels he needs to learn more about how to get into a four year college.
- After completing the Career Interest Inventory on CareerZone, Student Name identified interests in (identify career) , (identify career) and (identify career) . Conversations with Student Name confirm her preference for (identify career) . She also stated that she has no interest in (identify career) .
- After completing a student interview on (month,date&year) , Student Name indicated an interest in (identify career) and (identify career) . Student Name stated that his strengths include (list topic/skill) , (list topic/skill) ,& (list topic/skill) . He feels that his weaknesses are in (identify skill) . His favorite classes are \_\_\_\_\_ & \_\_\_\_\_ because the teacher uses (identify strategy) to teach and he is able to draw upon his strength in \_\_\_\_\_.
- After completing a work values inventory on (month,date&year) , Student Name identified the values of being creative, being famous, and earning a lot of money as strongest and correlate to her career choice of (identify career) .
- The results of the study skills inventory completed on (month,date&year) , indicate that Student Name has mastered listening skills, has partially mastered note taking, outlining, and report writing. The area in need of most improvement is in test preparation and test taking.

## Sample PLP Starter Statements for Transition

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- Student Name is unsure of which career she is interested in pursuing. The results of her interest inventory are inconclusive, as all areas come out (*high, average, low*). She needs to be exposed to a variety of career options to gather more information to make choices.
- Results of an interest inventory taken on \_\_(month,date&year) indicated that Student Name is interested in \_\_\_\_(identify career) and \_\_(identify career). Conversations with him confirm interest in \_\_(identify career) and are also supported by his participation in ...
- The learning styles assessment taken on \_\_(month,date&year) indicates that \_\_ and \_\_\_\_ are the prominent learning styles for Student Name. This means that she should use \_\_\_\_ and \_\_\_\_ to study and would do best when \_\_\_\_\_ is used as an instructional strategy.
- After completing the Post Secondary Readiness Rubric completed on \_\_(month,date& year), Student Name identified that he needs to continue taking rigorous curriculum in the sciences and needs to identify assistive technology and other supports that he can use to address reading deficits.
- Results of the Ansell-Casey Life Skills Inventory completed on \_\_(month,date&year), indicate that Student Name has good communication skills and develops good social relationships, she needs to improve in the areas of Daily Living Skills as well as Housing and Money Management.
- According to results of the Career Cluster Interest Survey completed on \_\_(month,date& year), Student Name identified Manufacturing, Marketing, and Transportation Distribution as his top three Career Clusters of interest. This corresponds to results from the CareerZone interest inventory taken in \_\_(month&year), which indicated careers such as Industrial Truck and Tractor Operator, Dispatcher, and Transportation Vehicle Systems Inspector.
- After completing a Work Values Inventory on \_\_(month,date&year), Student Name identified interests in careers that involve nature, adventure, and being famous. This corresponds to her interest in being a \_\_(identify career).
- Results of the AIR Self-Determination scales indicate that Student Name needs to improve his self determination schools at school and at home.
- During the update of a Initial (Level 1) Assessment, Student Name identified that he is interested in a career in \_\_\_\_ because \_\_\_\_\_. His mother indicates that she is concerned about this as a possible career choice for him because \_\_\_\_\_.
- While completing a Person-Centered Planning activity, Student Name identified owning her own home as a dream of hers and living far from her family as a nightmare.

## MEASURABLE POST SECONDARY GOALS

**Statements of what the student will do after exiting from school based on their current strengths, interests, & preferences**

- Most students should have goal for all 3 sections
- Goals must be measurable & future tense
- Goals must be based on assessment data found in PLP
- Goals must be student's goals (not parents, teachers, etc...)
- Goals can be less specific for students who are entering transition phase
- **Measurable wording required in all 3 areas:**
  - *After graduating from high school, Jill **will** attend a prevocational training program.*
  - *After high school, Jill's **goal is to** be competitively employed as a daycare worker.*
  - *After living with her family for several years, Jill **shall** live in a supported apartment.*

### **Education/Training:**

*After high school graduation, Sue's goal is to attend a 4 year college and obtain a BS in \_\_\_\_\_.*

*Following graduation from high school, Sue's goal is to attend ECC and receive an Associates degree in Early Childhood Education.*

*After high school, Sue's goal is to attend vocational training in computers via BOCES Adult ed.*

*After graduation from high school, Sue's goal is to enlist in the Navy.*

*After high school, Sue will attend quilt making classes at the local fabric & crafts store.*

*After high school, Sue will attend the TASC class offered through the Community Ed program. After high school, Sue will continue her life skills training at the Day treatment program.*

*After high school, Sue's goal is to participate in the pre-voc training program through People Inc.*

*After high school, Sue will attend the YALT program at Buffalo State College.*

### **Employment:**

*After high school, Sue's goal is to be competitively employed in the field of \_\_\_\_\_*

*After high school, Sue will be competitively employed in the community with job supports*

*After high school, Sue will work part-time with job supports.*

*After high school, Sue will be employed at the Allentown Sheltered Employment program.*

*After exiting from school, Sue's goal is to be employed in the community with supports from ACCES-VR Supported Employment programming.*

### **Independent Living:**

*After high school, Sue's goal is to live independently in an apartment with a friend.*

*After high school, Sue's goal is to live independently in the dorms at college.*

*After high school, Sue will live in a supported apartment with supports from a community agency.*

*After high school, Sue will have her driver's license and will live independently in the community.*

*After high school, Sue's goal is to live at home with her parents and family providing the needed supports.*

*After high school, Sue will live at home with her family and receive in-home supports.*

*After high school, Sue will live in an IRA with all necessary supports.*



## TRANSITION NEEDS & COURSES OF STUDY

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### Transition Needs:

- Can be the same needs identified in the PLP
- Should be supported by PLP and MSPG information
- Can include additional needs relevant to the student's MSPG
- Provide the rationale behind the Coordinated Activities provided
- At least one need should be met by an annual goal

### Course of study:

- Long term vision
- Must identify diploma/credential student is striving to attain
- Must identify coursework &/or instruction the student will receive to support attainment of MSPG
- Examples:
  - **Regular Diploma**  
Laura plans to go to college for animal care. **Beyond the required curriculum for a (Regents/Local) diploma, she needs to take courses that include** animal biology and computer word processing. To provide job exploration and skill development, her courses of study should include career and technical education courses in veterinary science.
  - **CDOS Commencement Credential**  
Ashley plans to work in the culinary field. **In addition to the requirements for a regular diploma, Ashley is also working to obtain the CDOS Credential. Therefore she needs to take courses that include** Career & Financial Management, the Culinary Arts CTE program, and a community-based work experience program.
  - **Skills & Achievement Commencement Credential**  
Bill plans to get vocational training in a day habilitation program. **In addition to the specially designed instruction provided to support the achievement of the Skills and Achievement Commencement Credential, Bill will need to receive instruction in** employment skills, time management, money management, and personal hygiene. His course of study should include functional reading and mathematics as well as career exploration opportunities.

### What it looks like in the IEP:

#### **TRANSITION NEEDS**

In consideration of present levels of performance, transition service needs of the student that focus on the student's courses of study, taking into account the student's strengths, preferences and interests as they relate to transition from school to post-school activities:

#### **Needs**

Laura needs to:

- develop self-advocacy, time management, computer and independent travel skills.
- be able to complete job application forms independently.
- learn appropriate work habits when supervisor is not present.
- develop community leisure skills.

#### **Course of Study:**

Laura plans to go to college for animal care. Beyond the required curriculum for a regular (Regents/Local) diploma, she needs to take courses that include animal biology and computer word processing. To provide job exploration and skill development, her courses of study should include career and technical education courses in veterinary science.



## MEASURABLE ANNUAL GOALS

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- A statement that identifies what knowledge, skills or behaviors a student is expected to achieve by the end of the year.
- Relates to the student's need for specially designed instruction, to address the student's disability needs, and those that interfere with the student's ability to participate and progress in the general education curriculum.
- To be measurable, an annual goal should, in language parents and educators can understand, describe the skill, behavior or knowledge the student will demonstrate and the extent to which it will be demonstrated.

### **Helpful hints & reminders:**

- Annual goals MUST:
  - Be skill-based (not standards-based or curriculum-based)
  - Be unique to the student
  - Be based on baseline data provided in the PLP
  - Be achievable by the end of the IEP cycle
  - Meet a need identified in PLP Needs &/or Transition Needs
    - At least one goal must meet a transition need
  - Contain 3 parts AND 3 evaluative components
    - Goal: skill/behavior, anticipated level, & condition
    - Evaluative Components: Criteria, Method, Schedule
  - Not be a General Education expectation (No homework or attendance goals)
  - Establish progress (an increase in skill or independence)
- When describing a skill/behavior use a measurable/observable verb.
  - Examples: The student will
    - Write
    - Read
    - Solve
    - Complete
  - Non-examples: The student will
    - Understand
    - Improve (without identifying skill & level of attainment)
    - Listen
    - Think

## MEASURABLE ANNUAL GOALS

Annual Goal	Evaluative Criteria	Evaluative Procedures	Evaluative Schedule
<p>Student will:</p> <ol style="list-style-type: none"> <li>1. (do what – demonstrate skill/behavior/knowledge)</li> <li>2. (to what extent- anticipated level)</li> <li>3. (under what conditions or givens)</li> </ol>	<p>Identify:</p> <ul style="list-style-type: none"> <li>• How well/How often</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• Over what period of time (criteria period)</li> </ul> <p>... student must perform skill or behavior to consider it achieved.</p>	<p>How progress will be measured:</p> <ul style="list-style-type: none"> <li>• Method</li> <li>• Documentation to determine if the student has met the annual goal (including the objectives or benchmarks)</li> </ul>	<p>When progress will be measured:</p> <ul style="list-style-type: none"> <li>• Interval of time</li> <li>• Frequency of use of the method</li> </ul>
<p><b>3 REQUIRED Parts</b></p>	<p><b>Identifies mastery</b> (trials, occasions, % of accuracy, etc...)</p>	<p><b>Tangible &amp; objective</b> (chart, checklist, work sample)</p>	<p><b>How often you will use the evaluative procedure method</b> (daily, weekly, every 2 weeks...)</p>

## Evaluating Annual Goals

Key: 0 = Not in place; 1 = Partially in place; 2 = Fully in place (compliant)

IEP Goal	Annual Goal			Evaluative Components			Revised Goal
	1 Condition/ Given	2 Clearly defined, observable behavior/ skills	3 Degree/ anticipated level	1 Criteria How well/ how often & over what period of time	2 Procedure Method to measure progress	3 Schedule When or how frequently will method be used to measure progress	
<p><b>Sample:</b> Jen will identify the main idea and supporting details</p> <p><b>Evaluative Criteria:</b> 90% accuracy <b>Evaluative Procedures:</b> observation <b>Evaluative Schedule:</b> Every 3 weeks</p>	0	2	0	1	0	2	<p>Given a sixth grade expository reading passage of 200 words, Jen will identify the main idea and three supporting details with 80% accuracy.</p> <p><b>Evaluative Criteria:</b> 3/4 trials over 2 consecutive weeks <b>Evaluative Procedures:</b> rubric <b>Evaluative Schedule:</b> every two weeks</p>
<p>Johnny will participate in class and answer questions using content related words in a variety of situations across settings</p> <p><b>Evaluative Criteria:</b> 80% of the time <b>Evaluative Procedures:</b> teacher observation <b>Evaluative Schedule:</b> weekly</p>							<p>Given a “wh” question, Johnny will listen and verbally respond, using content related vocabulary with accurate responses across content areas.</p> <p><b>Evaluative Criteria:</b> 4/5 trials over 4 weeks <b>Evaluative Procedures:</b> rubric, checklist <b>Evaluative Schedule:</b> every two weeks</p>

# Evaluating Annual Goals

Key: 0 = Not in place; 1 = Partially in place; 2 = Fully in place (compliant)

IEP Goal	Annual Goal			Evaluative Components			Revised Goal
	1 Condition/ Given	2 Clearly defined, observable behavior/ skills	3 Degree/ anticipated level	1 Criteria How well/ how often & over what period of time	2 Procedure Method to measure progress	3 Schedule When or how frequently will method be used to measure progress	

# COORDINATED SET OF ACTIVITIES

## Guidelines

Is there a transition service list that will enable the student to meet post-secondary goals? Transition services may include:

- o Instruction
- o Related Services
- o Community Experiences
- o Development of Employment and Other Post School Adult Living Objectives
- o Acquisition of Daily Living Skills
- o Functional Vocational Assessment

If a transition service in the coordinated set of activities is considered by the CSE but determined not necessary or appropriate to help the student achieve his/her measurable postsecondary goals, that area may be left blank. However, if all areas are left blank, the district is noncompliant with this citation.

The IEP must identify any related services (e.g., rehabilitation counseling services, school social work, orientation and mobility services) the student may need as a transition service to support the student in attaining the projected post-school outcomes. (Related services recommended as a transition activity must also be documented under the IEP section “Special Education Program/Services.”) Activities must:

- o Be specific
- o Be able to be supported by district/school/agency
- o Meet a transition need and enable the student to meet the postsecondary goal
- o Have the school/agency and personnel position responsible identified in the designated section (Best Practice)

<p><b>INSTRUCTION</b></p> <p><i>“What courses and instruction does the student need to meet his/her MPSGs and what instructional activity or service can the school/participating agencies provide to reasonably enable the student work toward his/her MPSGs?”</i></p>	<ul style="list-style-type: none"> <li>● List any instruction that will be provided to support transition needs</li> <li>● List any specific courses that the student will be taking the year this IEP is in effect that relate to student achievement of MPSGs.</li> <li>● Examples:             <ul style="list-style-type: none"> <li>▪ Cybersecurity and networking CTE program</li> <li>▪ Economics</li> <li>▪ Instruction in time management, organization, self-advocacy</li> <li>▪ Sue will receive specially designed instruction in reading and writing</li> </ul> </li> </ul>
<p><b>RELATED SERVICES</b></p> <p><i>“Does the student have a transition need that can be met by related service and what activity or service can the schools/participating agencies’ related service providers provide to reasonably enable the student work toward his/her MPSGs?”</i></p>	<ul style="list-style-type: none"> <li>● Explain what related services are going to be provided and how they will support the transition plan.</li> <li>● Identify each service separately</li> <li>● Examples:             <ul style="list-style-type: none"> <li>▪ Speech and Language focusing on increased intelligibility of her speech so he can communicate with peers/co-workers and service provides.</li> <li>▪ Mobility Training to improve safe travel around his community, to his work site and recreational activities.</li> <li>▪ Counseling to improve coping skills and self-advocacy skills</li> </ul> </li> </ul>

## COORDINATED SET OF ACTIVITIES

<p><b>COMMUNITY EXPERIENCES</b></p> <p><i>“Can the student access community resources and activities to support him/her in meeting his/her MSPGs?” If not, what activity can the schools/participating agencies provide to reasonably enable the student work toward his/her MSPGs?”</i></p>	<ul style="list-style-type: none"> <li>• List/Describe <b>Community Based</b> Experiences that the school district is going to be arrange and or be providing to the student.</li> <li>• Examples:             <ul style="list-style-type: none"> <li>▪ Sue will participate in a JA internship program in nursing.</li> <li>▪ John will participate in the CBWE program for 10 weeks to explore various employment opportunities in retail.</li> <li>▪ Joan will participate in community based instruction program to work on independent living skills of shopping and laundry.</li> </ul> </li> </ul>
<p><b>DEVELOPMENT OF EMPLOYMENT AND POST SCHOOL ADULT LIVING GOALS</b></p> <p><i>“What activities and experiences will help support the student in identifying career and post-secondary education options as well as preparing for post-secondary education and employment options including self-advocacy skill needs? What agency connections need to be supported for the student to support post-secondary goals?”</i></p>	<ul style="list-style-type: none"> <li>• List activities that will be provided to assist the student to develop employment and adult living skills and work on employment and adult living goals.</li> <li>• Examples:             <ul style="list-style-type: none"> <li>▪ Sue will complete an interest inventory and work with the school counselor to hone in on areas of interest.</li> <li>▪ Sue will tour BOCES CTE to help her select a program to enroll in.</li> <li>▪ Sue will meet with at least 2 representatives from colleges that offer a program in computer information technology</li> <li>▪ Sue will research careers in the computer graphics field</li> <li>▪ Sue will develop a presentation for her CSE meeting</li> <li>▪ John will attend BOCES CTE Culinary Arts program.</li> <li>▪ John will complete sample job applications</li> <li>▪ John will interview a chef</li> <li>▪ John will complete application for ACCES-VR services</li> <li>▪ John will meet with a military recruiter</li> <li>▪ John will research colleges with a computer engineering program</li> </ul> </li> </ul>
<p><b>ADL’S</b></p> <p><i>“Does the student have a need in the area of daily living and what can the schools/participating agencies provide in the area daily living skills to reasonably enable the student work toward his/her MSPGs?”</i></p>	<ul style="list-style-type: none"> <li>• This can be hygiene issues, cooking, cleaning. However, it also includes self management, time management, organizational issues, budgeting, and other skills.</li> <li>• Examples:             <ul style="list-style-type: none"> <li>▪ Jose will practice telling time while in the community</li> <li>▪ Jose will sort, wash, and fold laundry</li> <li>▪ Jose will count money and make change</li> <li>▪ Jose will organize materials using color coded folders/binders</li> <li>▪ Jose will use his electronic planner to manage time and assignments</li> <li>▪ Jose will complete self-monitoring forms to address attendance and on-time behavior</li> <li>▪ Jose will practice brushing his teeth</li> </ul> </li> </ul>

## COORDINATED SET OF ACTIVITIES

### FUNCTIONAL VOCATIONAL ASSESSMENT

*“Does the student require a Situational Assessment (Level 3 Assessment) to provide needed information in the development of the student’s IEP?”*

- A FVA is an assessment to determine a student’s strengths, abilities and needs in an actual or simulated work setting or in real work sample experiences.
- It can reference specific tests or agency referral or referral to BOCES (if they provide the service) for a vocational assessment.
- It is only to identify comprehensive vocational evaluations such as situational and “Level III” assessments.
- It is **NOT** about completing or updating the Level 1 or completing the senior exit summary

### DISTRICT / AGENCY RESPONSIBILITY

- **Best practice is to identify responsibility by district & position – *this helps those implementing the IEP to recognize who will support the activity or service***
  - Example:
    - McDermott High School, School counselor
    - Alphabet City Schools, Special Education Teacher
    - BOCES CTE teacher
    - ARC job coach
- **Identify agency responsible**
  - Identify the agency the student is approved to receive services from or the agency the district will coordinate with to determine eligibility for services
  - Need clear indication that agency responsible for providing activity participated in the planning process (information in the PLP)
  - Need FERPA documentation on file to allow sharing of information between schools and agencies

# Transition Services/Coordinated Set of Activities Examples

## Instruction:

- ❖ Tour postsecondary occupational training programs
- ❖ Contact local college for disability documentation policy
- ❖ Complete & submit application to p/s institution
- ❖ Tour Career Planning Center & inquire in to training programs available through them
- ❖ Visit college campuses & meet with disability coordinators
- ❖ Explore admission requirements for vocational/technical school
- ❖ Explore admission requirements for state colleges
- ❖ Write an info interview letter to the disabilities coordinator at a p/s school of interest
- ❖ Research college scholarship opportunities
- ❖ Obtain, complete and submit applications to colleges of interest
- ❖ Obtain, complete and submit applications for tuition assistance
- ❖ Complete learning styles inventory to identify preferences& strengths
- ❖ Complete an assistive technology evaluation
- ❖ Meet with military branch officers
- ❖ Meet regularly with HS guidance counselor re. necessary paperwork for college admissions
- ❖ Complete a study skills training class
- ❖ Attend Catch the Wave workshop (annually in April)
- ❖ Enroll in vocational education classes/multi-district classes
- ❖ Check with college/tech school about "auditing" classes
- ❖ Sign up for/take ACT-SAT test
- ❖ Request accommodations for ACT-SAT test if necessary
- ❖ Apply for financial aid for college (seniors)
- ❖ Review & update transition assessments (ESTR, TBI, Brigance Inventory, etc)



## Related Services:

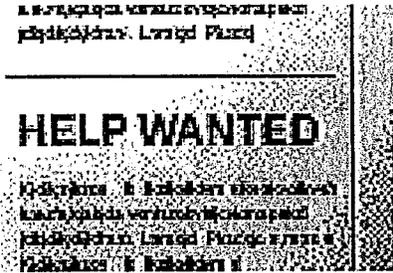
- ❖ Identify and visit community mental health agencies
- ❖ Visit potential postschool providers of physical therapy
- ❖ Learn to use a guide dog effectively
- ❖ Identify potential postschool providers of recreation therapy or occupational therapy and potential funding sources
- ❖ Receive orientation and mobility training in place of employment
- ❖ Explore city/county transportation options
- ❖ Learn about potential postschool providers of speech therapy
- ❖ Identify possible sources of support for coping with difficult life situations
- ❖ Obtain new equipment (i.e., wheelchair, seating, braces, Assistive Technology, etc.)
- ❖ Apply for a mentor through a local, non-profit agency for counseling of substance abuse and delinquency

## Community Experiences:

- ❖ Take classes through the local 4-H organization
- ❖ Enroll in community ed or recreational programs of interest
- ❖ Learn about Americans with Disabilities Act
- ❖ Learn about students' rights under IDEIA
- ❖ Enroll in self-advocacy/self-awareness study



- ❖ Participate in church youth groups
- ❖ Visit potential places in the community to shop for food, clothes, etc
- ❖ Tour the city library
- ❖ Join a community recreation center or YMCA
- ❖ Obtain a state id card or driver's license
- ❖ Participate in age appropriate social activities (dances, dating, concerts, sporting events, etc)
- ❖ Register to vote
- ❖ Register with the selection service
- ❖ Observe a courtroom or jury duty process
- ❖ Take Drivers Ed class/get Drivers Ed training/one-one if needed
- ❖ Sign up to help with summer recreation programs, Park & Rec, etc.
- ❖ Join local service clubs (Lions, Sertoma, Kiwanis, etc)



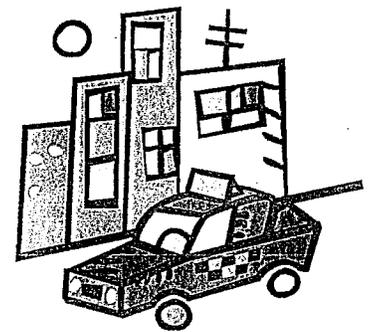
## HELP WANTED

### Employment:

- ❖ Interview a job coach for possible assistance following high school
  - ❖ Participate in a career awareness program or class
  - ❖ Interview an adult worker in career field of interest
  - ❖ Job shadow an adult worker in career field of interest
  - ❖ Participate in Project Skills, if VR eligible
  - ❖ Obtain a paid p/t job
  - ❖ Take the ASVAB
- ❖ Tour SD Career Center (formerly Job Services)
  - ❖ Practice completing job applications & interviewing skills
  - ❖ Volunteer in career of interest
  - ❖ Memorize your Social Security number
  - ❖ Draft resume, cover letters and thank you notes for after interviews
  - ❖ Meet with Job Corps counselor
  - ❖ Perform duties/school staff (secretary, janitor, cook, teacher, etc)
  - ❖ Research 3 different careers/write paper
  - ❖ Take career interest inventories/surveys to help pinpoint interest area
  - ❖ Attend Career Days with HS class

### Acquisition of Daily Living Skills:

- ❖ Explore city/county transportation options
- ❖ Enroll in self-advocacy/self-awareness study or class
- ❖ Enroll in any 'consumer science' class at HS (foods, parenting, single survival, money/time management, etc)
- ❖ Learn about time management
- ❖ Take a CPR/First Aid course
- ❖ Develop monthly living budget
- ❖ Apply for Supplemental Security Income (SSI)
- ❖ Open a bank account
- ❖ Memorize phone number and complete mailing address
- ❖ Access postal services
- ❖ Explore insurance issues/needs
- ❖ Explore guardianship issues
- ❖ Perform minor home repairs
- ❖ Register with the Division of Developmental Disabilities
- ❖ Schedule and keep appointments
- ❖ Obtain addresses & phone numbers in the telephone directory
- ❖ Use telephone independently



- ❖ Learn to operate a washer, dryer, dishwasher, microwave
- ❖ Learn to tell time
- ❖ Manage daily time schedule
- ❖ Take medications independently (or learn how to)
- ❖ Develop a network of informal supports (friends, neighbors, etc.)
- ❖ Inquire in to rates of utilities (gas, water, electric, phone, cable, etc)
- ❖ Develop a personal fitness routine
- ❖ Obtain a bank ATM card
- ❖ Attend to daily grooming/hygiene skills independently
- ❖ Meet with potential landlord to learn about expectations of a renter
- ❖ Purchase food and prepare meals
- ❖ Purchase clothing and learn how to care for clothes
- ❖ Apply for Youth Leadership Forum (annually in June)
- ❖ Apply for Job Corps training program
- ❖ Visit local Independent Living Center to inquire about services
- ❖ Have independent living assessment done
- ❖ Develop emergency procedures for use at home
- ❖ Select a primary care physician and dentist.
- ❖ Keep and use a calendar, address book, telephone numbers
- ❖ Plan recreational outings (alone and/or with friends) weekly
- ❖ Inquire into/decide what religious denomination to join

### **Other Post-School Adult Living Objectives:**

- ❖ Visit community mental health agencies
- ❖ Identify potential p/s providers of related services and their funding sources
- ❖ Check availability of mentor program in community
- ❖ Learn about community agencies that provide services and support to people with disabilities
- ❖ Tour area adjustment training center
- ❖ Complete application for ATC
- ❖ Contact Independent Living Center for possible services
- ❖ Inquire in to housing assistance program (HUD)
- ❖ Contact Services to the Blind & Visually Impaired
- ❖ Inquire in to programs available through Department of Social Services (food stamps, medical insurance, etc)
- ❖ Inquire in to Division of Rehabilitation eligibility
- ❖ Maintain regular contact with VR counselor
- ❖ Complete application for Vocational Rehabilitation Services if eligible



### **Functional Vocational Evaluation:**

- ❖ Participate in a situational vocational assessment
- ❖ Provide opportunities for job sampling in the community
- ❖ Collect info re. the student's vocational interests and abilities
- ❖ Conduct formal aptitude tests such as VALPAR and WRIOT
- ❖ Review previously administered career interest
- ❖ Meet with HS guidance counselor to affirm vocational interests and align graduation plan to need
- ❖ Complete CHOICES or Bridges computer program to determine vocational interests

## NAVIGATING ADULT SERVICES

	ACCES-VR	NYSCB	OPWDD	OMH	College Disability Services	ILC	Other Services
<b>Contact Information</b>	<p>Adult Career and Continuing Education Services-Vocational Rehabilitation  <a href="http://www.acces.nysed.gov/vr">www.acces.nysed.gov/vr</a></p>	<p>New York State Commission for the Blind  <a href="http://www.ocfs.state.ny.us/main/cb">www.ocfs.state.ny.us/main/cb</a></p>	<p>Office for People with Developmental Disabilities  <a href="http://www.opwdd.ny.gov/">www.opwdd.ny.gov/</a></p>	<p>Office of Mental Health  <a href="http://www.omh.ny.gov">www.omh.ny.gov</a></p>	<p>Individual college websites                       Collegiate Consortium of Disability Advocates  <a href="http://www.ccdanet.org">http://www.ccdanet.org</a></p>	<p>Independent Living Center  <a href="http://www.acces.nysed.gov/vr/lsn/ilc/about.htm">http://www.acces.nysed.gov/vr/lsn/ilc/about.htm</a></p>	<p>Department of Labor  <a href="http://www.labor.state.ny.us">www.labor.state.ny.us</a>                       Department of Health  <a href="http://www.health.state.ny.us/">www.health.state.ny.us/</a></p>
<b>Target Population</b>	<p>Adults (post-secondary) with a documented permanent disability that impacts their ability to seek, secure and maintain employment</p>	<p>Children and adults who are legally blind are eligible for vocational rehabilitation services</p>	<p>Children and adults with a documented developmental disability</p>	<p>Children and adults with a documented mental health diagnosis.</p>	<p>Adult college students who have a documented disability that requires they need accommodations in order to have equal access to education</p>	<p>Individuals with disabilities and Elderly individuals</p>	<p><b>DOL</b> – Youth and adults looking for employment.   <b>DOH</b> – Anyone with a health-related concern.</p>
<b>Eligibility</b>	<ul style="list-style-type: none"> <li>Physical or mental impairment</li> <li>Impairment impedes employment</li> <li>Ability to benefit from services</li> <li>Services are necessary to overcome employment barriers</li> </ul>	<ul style="list-style-type: none"> <li>Legally blind visual acuity is 20/200 or less in the better eye Or Vision field of 140 degrees or less in the better eye</li> <li>Have one or more physical or mental impairments that keep them from working</li> <li>Need rehabilitation services to get or keep employment</li> <li>Benefit from services</li> </ul>	<p>Documented developmental disability (prior to age 22)</p> <ul style="list-style-type: none"> <li>Mental Retardation</li> <li>Autism</li> <li>Cerebral Palsy</li> <li>Epilepsy</li> <li>Neurological Impairment</li> <li>Closely related conditions that limit intellectual functioning</li> </ul>	<p>Children (before 18):</p> <ol style="list-style-type: none"> <li>Severity of Problem Presentation</li> <li>Immediate need based on following dimensions: Psychosis, ADHD/Impulse Control, Depression/Anxiety, Oppositional Behavior, Anti-Social Behavior, Trauma</li> <li>Persistent home and school problems (2 yrs)</li> </ol> <ul style="list-style-type: none"> <li>Risk Behaviors</li> <li>Caregiver strengths/needs</li> </ul> <p>Adults (over 18):                      Diagnosed SPMI (Severely and Persistently Mentally III) by a licensed mental health professional</p>	<ul style="list-style-type: none"> <li>Self-declare disability</li> <li>Documentation of disability, that includes:                             <ol style="list-style-type: none"> <li>a diagnosis of your current disability</li> <li>the date of the diagnosis</li> <li>how the diagnosis was reached</li> <li>the credentials of the professional</li> <li>how your disability affects a major life activity and how the disability affects your academic performance</li> </ol> </li> </ul>	<p>All disabilities – check with local provider regarding documentation requirements.</p>	<p><b>NYS Department of Labor</b>                      Universal access.   <b>NYS Department of Health</b>                      Services are available based on an individual's disability or medical concern.</p>

## NAVIGATING ADULT SERVICES

	ACCES-VR	NYSCB	OPWDD	OMH	College Disability Services	ILC	Other Services
<b>Cost</b>	No cost to determine eligibility. Sponsorship in some services may be based on income and/or family resources	No cost to determine eligibility.	Services available through Medicaid	Services available through Medicaid	No Cost (Although College Tuition and Admission Fees still apply)	No cost	<u>NYS Department of Labor</u> No cost <u>NYS Department of Health</u> No cost
<b>Services Offered</b>	<ul style="list-style-type: none"> <li>Vocational counseling</li> <li>Assessment</li> <li>Vocational education (e.g., college or technical/business school)</li> <li>Job placement services</li> <li>Job skills training</li> <li>Driver evaluation training</li> <li>Supported Employment</li> <li>Work related books, tools, licenses, and rehab technology</li> <li>Referral to outside agencies for additional supports</li> </ul>	<ul style="list-style-type: none"> <li>Rehabilitation services</li> <li>Training for Employment</li> <li>Business Enterprise Program</li> <li>Programs for older adults</li> <li>Programs for children                             <ul style="list-style-type: none"> <li>Services provided in home, community, and private rehabilitation services</li> </ul> </li> <li>Counseling and guidance to family</li> <li>Advocacy services</li> <li>Educational consultation</li> <li>Vocational coordination</li> </ul>	<ul style="list-style-type: none"> <li>Parent advocacy training</li> <li>Service coordination</li> <li>Family supports services and financial counseling</li> <li>Residential Support</li> <li>Supported Employment</li> <li>Community support services (in-home support, respite)</li> <li>Self-determination</li> <li>Environmental Modifications (adaptive equipment)</li> <li>Healthcare (Medicaid)</li> </ul>	Children and Adult Services: <ul style="list-style-type: none"> <li>Clinic Treatment</li> <li>Day Treatment</li> <li>Family Support Services</li> <li>Functional Family Therapy</li> <li>Home and Community-Based Services Waiver</li> <li>Intensive Case Management (Medicaid)</li> <li>School-Based Mental Health Services</li> <li>Single Point of Access</li> <li>Supportive Case Management</li> </ul>	Accommodations Examples <ul style="list-style-type: none"> <li>Note taker</li> <li>Enlarged print material</li> <li>Extra time on tests</li> <li>Tape record classes</li> <li>Textbooks on tape</li> <li>Computer voice input/output</li> <li>Alternate test locations</li> <li>Test/ assignments in electronic format</li> <li>Interpreter</li> </ul>	<ul style="list-style-type: none"> <li>Client Assistant Program</li> <li>Peer counseling</li> <li>Housing assistance</li> <li>Advocacy</li> <li>Information and referral</li> <li>Living skills training</li> </ul>	<u>NYS Department of Labor</u> <ul style="list-style-type: none"> <li>Unemployment Benefits</li> <li>Career Services                             <ul style="list-style-type: none"> <li>Finding a job</li> <li>Planning your career</li> <li>One Stop services</li> </ul> </li> <li>Worker Protection</li> </ul> <u>NYS Department of Health</u> <ul style="list-style-type: none"> <li>STD Clinic</li> <li>Obesity prevention</li> <li>Eating disorders</li> <li>Substance abuse prevention</li> <li>Pregnancy planning</li> <li>Traumatic Brain Injury</li> </ul>
<b>How to Access Services</b>	<ul style="list-style-type: none"> <li>Complete signed application</li> <li>Documentation of disability</li> <li>Availability to participate in assessment and training process</li> <li>Comply with requests of VR counselor</li> </ul>	<ul style="list-style-type: none"> <li>Complete signed application</li> <li>Documentation of disability</li> <li>Participate in initial interview</li> <li>Provide necessary reports</li> <li>If eligible, work with a counselor to develop a plan for services and/or employment</li> </ul>	<ul style="list-style-type: none"> <li>Phone call to DDRO</li> <li>Documentation of a developmental disability</li> <li>Complete Admission packet submit to local DDRO eligibility determination</li> </ul>	<ul style="list-style-type: none"> <li>Application to County Department of Mental Health</li> </ul>	<ul style="list-style-type: none"> <li>Self- declare disability at the Office of Disabilities Services at the college</li> <li>Documentation of disability</li> </ul>	<ul style="list-style-type: none"> <li>Contact your local ILC</li> </ul>	<u>NYS Department of Labor</u> <ul style="list-style-type: none"> <li>Contact local office</li> </ul> <u>NYS Department of Health</u> <ul style="list-style-type: none"> <li>Contact local office</li> </ul>

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**Notes:**

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*For More Information contact:*

*The Chairperson of the Committee on Special  
Education in your School*

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# Your Future

## This Is Your Life PLAN IT!

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Please fill this out with your parent or another adult who is important to you and bring it to...

# Your IEP Meeting

*To discuss your future*

**Date/Time:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Contact Person:** \_\_\_\_\_

**Phone #** \_\_\_\_\_

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# Road Map for Decision Making

## Individual Education Plan (IEP) Meeting for Transition

*Prepare for your meeting by knowing the answer to these questions.*

### Age 14 and over:

Be prepared to discuss types of diplomas & credentials:

- Regents Diploma
- Local Diploma
- Career Development & Occupational Studies Commencement Credential (CDOS Credential)
- Skills and Achievement Commencement Credential (Skills Credential)

Before you decide, know the requirements and what the degree will mean after high school.

**Ask yourself, "Will I be able to do what I want with this diploma or credential?"**

\_\_\_\_\_

### Age 15 and over:

Find out what transition services you will need. Such as help with... Employment?, Housing?, Education?, Transportation?, Independent Living?, Medical Services?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What agencies provide these services:

- \_\_\_\_\_
- \_\_\_\_\_

**What job(s) would I like to have after finishing High School?**

\_\_\_\_\_

**What training courses will I need?**

\_\_\_\_\_

**What other classes would I like to take?**

\_\_\_\_\_

**How would I like to live after high school? (e.g. apartment, by myself, with family, etc)**

\_\_\_\_\_

**What are my strengths and talents?**

\_\_\_\_\_

**What are some obstacles or challenges I may need to overcome?**

\_\_\_\_\_

**What are my transportation options?**

\_\_\_\_\_

*Remember: Bring this to the meeting!*

List the people who will support you as you plan for Transition, such as parents, guardians, counselors, and teachers, family and friends. You can invite these people to your IEP Meeting.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Parents/Guardians:**

**Please answer these questions:**

- What are your dreams and goals for your child as an adult?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- What skills do you think your child would need to learn in order to be a successful, independent adult?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Regulatory Requirements-Transition in the IEP

Item #	Citation (8 NYCRR)	Regulatory Requirement
1	§200.4(d)(2)(ix)(a)(2)	The IEP includes <b>appropriate measurable post-secondary goals</b> based upon age-appropriate transition assessments relating to training, education, employment, and, where appropriate, independent living skills.
2	§200.4(d)(2)(ix)(a)(4)	The IEP includes <b>needed activities to facilitate the student's movement from school to post-school</b> activities, including: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.
3	§200.4(d)(2)(ix)(a)(3)	The IEP includes a statement of the <b>transition services needs of the student that focuses on the student's courses of study.</b>
4	§200.4(d)(2)(iii)(a)	The IEP shall list measurable <b>annual goals</b> , including academic and functional goals, consistent with the student's needs and abilities.
5	§200.4(d)(4)(i)(c)	<p>If the purpose of a CSE meeting is to consider the post-secondary goals for the student and the transition services needed to assist the student in reaching those goals, the <b>school district invites the student</b>. If the student does not attend, the district takes steps to ensure that the student's preferences and interests are considered.</p> <p><u>To the extent appropriate</u> and with parental consent or consent of a student 18 years of age or older, <b>the school district invites a representative of any participating agency that is likely to be responsible</b> for providing or paying for transition services. If an agency invited to send a representative to a meeting does not do so, the district takes steps to involve the other agency in the planning of any transition services.</p>



## Individual Student Record Review Form

School District:

Building:

Person Completing Form:

Date of Record Review:

Student Name/ID:	DOB:
School/Grade/Program:	Classification:
Type of Diploma Anticipated:	Gender:

**Directions:**

Individual student records must be reviewed for evidence of the planning for, discussion of, recommendation for, and provision of transition services that will reasonably enable the student to meet his/her measurable postsecondary goals. Each compliance issue must have a notation for each student record reviewed.

- Check "Yes" in the column if the item is present and meets compliance.
- Check "No" in the column if the item is missing or if the item does not meet compliance.
- In the "Source of Data/Comments" row, indicate where the data to identify compliance was found (e.g., name the section of the IEP).



Individual Student Record Review Checklist<sup>3</sup>

Item #	Citation (8NYCRR)	Regulatory Requirement
1	§200.4(d)(2)(ix)(a)(2)	The IEP includes <b>appropriate measurable postsecondary goals</b> based upon age-appropriate transition assessments relating to training, education, employment, and, where appropriate, independent living skills.
<b>1a. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?</b>		<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Yes <input type="checkbox"/> No Can the goals be measured? <input type="checkbox"/> Yes <input type="checkbox"/> No Will the goals occur <i>after</i> the student graduates/exits from school? <input type="checkbox"/> Yes <input type="checkbox"/> No Based on the information available about this student, do the postsecondary goals seem appropriate for this student? <ul style="list-style-type: none"> <li>• If yes to all three guiding questions, then check "Yes" <b>OR</b> if a postsecondary goal is not stated, check "No."</li> </ul>		
<b>Source of Data/Comments:</b>		
<b>1b. Are the postsecondary goals reviewed and updated annually, as appropriate?</b>		<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Yes <input type="checkbox"/> No Were the postsecondary goals addressed/updated in conjunction with the development of the current IEP? <ul style="list-style-type: none"> <li>• If yes, check "Yes" <b>OR</b> if the postsecondary goals were not reviewed/updated with the current IEP, check "No."</li> </ul>		
<b>Source of Data/Comments:</b>		
<b>1c. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?</b>		<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Yes <input type="checkbox"/> No Is the use of transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student's file? <ul style="list-style-type: none"> <li>• If yes, check "Yes" <b>OR</b> if the postsecondary goals were not reviewed/updated with the current IEP, check "No."</li> </ul>		
<b>Source of Data/Comments:</b>		

<sup>3</sup>Adapted from the National Technical Assistance Center on Transition's (NTACT) [Indicator 13 Checklist Form A](https://transitionta.org/sites/default/files/transitionplanning/NSTTAC_ChecklistFormA.pdf) (Revised September 2012) ([https://transitionta.org/sites/default/files/transitionplanning/NSTTAC\\_ChecklistFormA.pdf](https://transitionta.org/sites/default/files/transitionplanning/NSTTAC_ChecklistFormA.pdf))

Item #	Citation (8NYCRR)	Regulatory Requirement
2	§200.4(d)(2)(ix)(a)(4)	The IEP includes <b>needed activities to facilitate the student's movement from school to post-school</b> activities, including: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.
<b>2a. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?</b>		<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Yes <input type="checkbox"/> No Do the transition services listed in the student's IEP that the student needs to reach the postsecondary goals include, as needed, instruction, related service(s), community experience, development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation?  • If yes, check "Yes" <b>OR</b> if no, check "No."		
<b>Source of Data/Comments:</b>		
Item #	Citation (8NYCRR)	Regulatory Requirement
3	§200.4(d)(2)(ix)(a)(3)	The IEP includes a statement of the <b>transition services needs of the student that focuses on the student's courses of study.</b>
<b>3a. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?</b>		<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Yes <input type="checkbox"/> No Do the transition services include courses of study that align with the student's postsecondary goals?  • If yes, check "Yes" <b>OR</b> if no, check "No."		
<b>Source of Data/Comments:</b>		

Item #	Citation (8NYCRR)	Regulatory Requirement
4	§200.4(d)(2)(iii)(a)	The IEP shall list measurable <b>annual goals</b> , including academic and functional goals, consistent with the student's needs and abilities.
<b>4a. Does the IEP contain annual goal(s) related to the student's transition services needs?</b>		<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Yes <input type="checkbox"/> No Does the IEP contain annual goal(s) related to the student's transition services needs?		
<ul style="list-style-type: none"> <li>• If yes, check "Yes" <b>OR</b> if no, check "No."</li> </ul>		
<b>Source of Data/Comments:</b>		
Item #	Citation (8NYCRR)	Regulatory Requirement
5	§200.4(d)(4)(i)(c)	<p>If the purpose of a CSE meeting is to consider the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the <b>school district invites the student</b>. If the student does not attend, the district takes steps to ensure that the student's preferences and interests are considered.</p> <p><u>To the extent appropriate</u> and with parental consent or consent of a student 18 years of age or older, <b>the school district invites a representative of any participating agency that is likely to be responsible</b> for providing or paying for transition services. If an agency invited to send a representative to a meeting does not do so, the district takes steps to involve the other agency in the planning of any transition services.</p>
<b>5a. Is there evidence that the student was invited to the CSE meeting where transition services were discussed?</b>		<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Yes <input type="checkbox"/> No Is there evidence that the student was invited to the CSE meeting where transition services were discussed (e.g., a letter inviting the student to the meeting)?		
<ul style="list-style-type: none"> <li>• If yes, check "Yes" <b>OR</b> if no, check "No."</li> </ul>		
<b>Source of Data/Comments:</b>		

<b>5b. If appropriate, is there evidence that a representative of any participating agency (that was or is likely to be responsible for providing or paying for transition services) was invited to the CSE meeting with the prior consent of the parent or student who has reached the age of majority (age 18)?</b>		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is there evidence that representatives of any of the following agencies/services were invited to participate in the IEP development, including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation for the postsecondary goals?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Was prior consent obtained from the parent (or student who has reached the age of 18)?	
<ul style="list-style-type: none"> <li>• If yes to both, check "Yes."</li> <li>• If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, check "No."</li> <li>• If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, check "NA."</li> <li>• If parent or individual student consent (when appropriate) was not provided, check "NA."</li> </ul>		
<b>Source of Data/Comments:</b>		

### Individual Student Record Review Compliance Summary

Item #	Citation (8 NYCRR)	Compliance Questions	Determination of Compliance
1	§200.4(d)(2)(ix)(a)(2)	Questions 1a – 1c to determine compliance <ul style="list-style-type: none"> <li>• If "Yes" is checked for Questions 1a, 1b, and 1c, check "Compliant"</li> <li>• If "No" is checked for Question 1a, 1b, or 1c, check "Noncompliant"</li> </ul>	<input type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant
2	§200.4(d)(2)(ix)(a)(4)	Question 2a to determine compliance <ul style="list-style-type: none"> <li>• If "Yes" is checked for Question 2a, check "Compliant"</li> <li>• If "No" is checked for Question 2a, check "Noncompliant"</li> </ul>	<input type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant
3	§200.4(d)(2)(ix)(a)(3)	Question 3a to determine compliance <ul style="list-style-type: none"> <li>• If "Yes" is checked for Question 3a, check "Compliant"</li> <li>• If "No" is checked for Question 3a, check "Noncompliant"</li> </ul>	<input type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant
4	§200.4(d)(2)(iii)(a)	Question 4a to determine compliance <ul style="list-style-type: none"> <li>• If "Yes" is checked for Question 4a, check "Compliant"</li> <li>• If "No" is checked for Question 4a, check "Noncompliant"</li> </ul>	<input type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant
5	§200.4(d)(4)(i)(c)	Questions 5a and 5b to determine compliance <ul style="list-style-type: none"> <li>• If "Yes" is checked for Questions 5a and 5b (or "NA" for 5b), check "Compliant"</li> <li>• If "No" is checked for either Question 5a or 5b, check "Noncompliant"</li> </ul>	<input type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant



**NSTTAC Indicator 13 Checklist Form A  
(Meets Minimum SPP/APR Requirements)**

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

1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?	Y N
Can the goals be counted? Will the goals occur <i>after</i> the student graduates from school? Based on the information available about this student, do the postsecondary goals seem appropriate for this student? <ul style="list-style-type: none"> <li>If <i>yes</i> to all three guiding questions, then circle Y OR if a postsecondary goal is <i>not</i> stated, circle N</li> </ul>	
2. Are the postsecondary goals updated annually?	Y N
Were the postsecondary goals addressed/ updated in conjunction with the development of the current IEP? <ul style="list-style-type: none"> <li>If <i>yes</i>, then circle Y OR if the postsecondary goals were <i>not</i> updated with the current IEP, circle N</li> </ul>	
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?	Y N
Is the use of transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student's file? <ul style="list-style-type: none"> <li>If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N</li> </ul>	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	Y N
Do the transition services listed in the student's IEP that the student needs to reach the postsecondary goals include, as needed, <i>instruction, related service(s), community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation</i> <ul style="list-style-type: none"> <li>If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N</li> </ul>	
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	Y N
Do the transition services include courses of study that align with the student's postsecondary goals? <ul style="list-style-type: none"> <li>If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N</li> </ul>	
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	Y N
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? <ul style="list-style-type: none"> <li>If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N</li> </ul>	
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting, (e.g. a letter inviting the student to the meeting)? <ul style="list-style-type: none"> <li>If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N</li> </ul>	
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for the postsecondary goals? Was prior consent obtained from the parent (or student who has reached the age of majority)? <ul style="list-style-type: none"> <li>If <i>yes</i> to both, then circle Y</li> <li>If <i>no</i> invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N</li> <li>If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA</li> <li>If parent or individual student consent (when appropriate) was <i>not</i> provided, circle NA</li> </ul>	
<b>Does the IEP meet the requirements of Indicator 13? (Circle one)</b>	
Yes (all Ys or NAs for each item (1 – 8) on the Checklist) or No (one or more Ns circled)	

## Instructions for Completing NSTTAC Indicator 13 Checklist

### 1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?

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

### 2. Are the postsecondary goal(s) updated annually?

- If the postsecondary goals for *Training*, *Education*, *Employment*, and where appropriate *Independent Living Skills* are documented in the student's current IEP, circle Y
- If the postsecondary goals for *Training*, *Education*, *Employment*, and where appropriate *Independent Living Skills* are not documented in the student's current IEP, circle N
- If this is the student's first IEP that addresses secondary transition services because the student just turned 16, it is considered an update for purposes of this checklist, so circle Y

### 3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?

- Find where information relates to assessment(s) and the transition component on the IEP (either in the IEP or the student's file)
- For each postsecondary goal, if there is evidence that at least one age appropriate transition assessment was used to provide information on the student's needs, strengths, preferences, and interests regarding the postsecondary goals circle Y

- For each postsecondary goal, if there is **no** evidence that age appropriate transition assessment(s) provided information on the student's needs, taking into account the student's strengths, preferences, and interests [regarding the postsecondary goals,] circle N
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is age appropriate transition assessment information, from one or more sources, regarding the student's needs, taking into account the student's strengths, preferences, and interests [regarding this postsecondary goal], circle Y
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is **not** age appropriate transition assessment information provided on the student's needs, taking into account the student's strengths, preferences, and interests [regarding this postsecondary goal], circle N

**4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?**

- Find where transition services/activities are listed on the IEP
- For each postsecondary goal, is there a transition service such as instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of a functional vocational evaluation) listed that will enable the student to meet the postsecondary goal, circle Y
- For each postsecondary goal, if there is **no** transition service that relates to a specific postsecondary goal, (a) type of instruction, (b) related service, (c) community experience, (d) development of employment and other post-school adult living objective, (e) if appropriate, acquisition of a daily living skill, or (f) if appropriate, provision of a functional vocational evaluation listed in the IEP that will enable the student to meet the postsecondary goal, circle N
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is a transition service that will enable the student to meet that postsecondary goal, circle Y
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** transition service listed that will enable the student to meet that postsecondary goal, circle N

**5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?**

- Locate the course of study (instructional program of study) or list of courses of study in the student's IEP
- Are the courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goals? If yes, go to next instruction bullet. If no, circle N
- Do the courses of study align with the student's identified postsecondary goals? If yes, circle Y. If no, circle N

**6. Is (are) there annual IEP goal(s) that is (are) related to the student's transition services needs?**

- Find the annual goals, or, for students working toward alternative achievement standards, or States in which short-term objectives are included in the IEP, short-term objectives on the IEP
- For each of the postsecondary goal areas circled Y in question #1, if there is an annual goal or short-term objective included in the IEP related to the student's transition services needs, circle Y
- For each of the postsecondary goals mentioned in question #1, if there is **no** annual goal or short-term objective included in the IEP related to the student's transition services needs, circle N
- If a postsecondary goal area was addressed in #1, but was not measurable, and an annual goal is included in the IEP related to the student's transition services needs, circle Y
- If a postsecondary goal area was addressed in #1, but was not measurable, and there is **no** annual goal included in the IEP related to the student's transition services needs, circle N

**7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?**

- Locate the evidence that the student was invited, (e.g., a copy of the student's invitation to the IEP conference) Was the student invitation signed (by the LEA) and dated prior to the date of the IEP conference. If yes, circle Y. If no, circle N

**8. If appropriate, is there evidence that a representative of any participating agency [that is likely to be responsible for providing or paying for transition services] was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?**

- Find where persons responsible and/or agencies are listed on the IEP
- Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If yes, continue with next instruction bullet. If no, circle NA.
- Was parent consent or student consent (once student has reached the age of majority) to invite an outside agency(ies) obtained? If yes, continue with next instruction bullet. If no, circle NA
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is evidence that agency(ies) for which parent/student had given their consent to invite, were invited to the IEP meeting to discuss transition, circle Y
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** evidence that agency(ies) for which parent/student had given their consent to invite, were invited to the IEP meeting to discuss transition, circle N
- If it is too early to determine if this student will need outside agency involvement, circle NA

**Does the IEP meet the requirements of Indicator 13?**

- If all Ys or NAs for each item (1 – 8) on the Checklist, then circle **Yes**
- If one or more Ns are circled, then circle **No**

# Diploma & Credential Resources

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- 1. Summary Diploma/Credential Requirements – January 2018**  
<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/diplomaandcredentialsummary1.18edit6.18.3.pdf>
- 2. Color Summary Chart Revised January 2018**  
<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/currentdiplomarequirements2.pdf>
- 3. Regents Exam Appeal to Graduate with a Lower Score :** Students whose highest score on the Regents examination is below but within three points of the 65 passing score may appeal to graduate with a local or Regents diploma using this lower score  
<http://www.p12.nysed.gov/ciai/gradreq/CurrentAppealForm.pdf>
- 4. Question & Answers – Compensatory Option Safety Net**  
<http://www.p12.nysed.gov/specialed/publications/safetynet-qa.htm>
- 5. High School Equivalency Diplomas:** New York State has selected a new high school equivalency test called the Test Assessing Secondary Completion (TASC™) to replace the General Educational Development (GED®) as the primary pathway to a New York State High School Equivalency Diploma  
<http://www.acces.nysed.gov/what-hsetasc-test>
- 6. Superintendent Determination:** Updated December 2017 including Superintendent Determination of Graduation Form  
<http://regents.nysed.gov/common/regents/files/1217pizal.pdf>
- 7. Skills and Achievement Commencement Credential for Students with Severe Disabilities Field Memo ( April 2012) :** Beginning with the 2013-14 school year and thereafter, the New York State (NYS) individualized education program (IEP) diploma will be replaced with a Skills and Achievement Commencement Credential for students with severe disabilities who are eligible to take the New York State Alternate Assessment (NYSAA).  
<http://www.p12.nysed.gov/specialed/publications/SACCmemo.htm>
- 8. Skills Credential Exit Summary Document:** Required to be completed prior to exit and filed in permanent file for all students receiving the Skills and Achievement Commencement Credential  
<http://www.p12.nysed.gov/specialed/publications/SACC-SESform-att2.htm>
- 9. General Directions to Use to Complete State’s Exit Summary Model Form:**  
<http://www.p12.nysed.gov/specialed/publications/SACCdirections-att3.htm>
- 10. NYSAA Participation Criteria:** The process of determining eligibility begins with the Committee on Special Education (CSE). The CSE determines on an individual basis whether the student will participate in:
  - the State’s general assessment with or without accommodations;
  - the State’s alternate assessment with or without accommodations; or
  - a combination of the State’s general assessment for some content areas and the State’s alternate assessment for other content areas<http://www.p12.nysed.gov/assessment/nysaa/nysaa-eligibility.pdf>
- 11. OPWDD Front Door Initiative:** a person-centered approach for people with developmental disabilities that prioritizes individual choices, needs, and desires in making decisions  
<http://www.opwdd.ny.gov/welcome-front-door/home> <http://www.opwdd.ny.gov/welcome-front-door/resource-booklet>
- 12. ACCES-VR:** Adult Career and Continuing Education Services-Vocational Rehabilitation is a component of NYS Education Department. It offers employment support for persons with disabilities.  
<http://www.acces.nysed.gov/>
- 13. Career Development and Occupational Studies (CDOS) Learning Standards at Three Levels:** The Learning Standards for Career Development and Occupational Studies (CDOS) include key ideas, performance indicators describing expectations for students, and sample tasks suggesting evidence of progress toward the standards.  
<http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>

# Diploma & Credential Resources

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14. **CDOS Resource Guide and Core Curriculum:** The Career Development and Occupational Studies (CDOS) Resource Guide with Core Curriculum is a companion document to the CDOS learning standards. It further develops the core content for each learning standard and career major. The document is also rich with teacher developed classroom activities that help students achieve the CDOS standards  
<http://www.p12.nysed.gov/cte/cdlearn/cdosresourceguide.html>
15. **Expanded Diploma Opportunities June 14, 2016**  
<http://www.nysed.gov/news/2016/regents-expanded-diploma-opportunities-students-disabilities-action-continues-efforts>
16. **CDOS Commencement Credential Field Advisory (June 2016):** This credential will recognize each individual student's preparation and skills for post-school employment. Where in the past, many students graduated with an individualized education program (IEP) diploma, this credential provides a more meaningful substitute for these students. For students with disabilities who are exiting with a regular high school diploma, it provides them with the additional opportunity to exit school with a credential that also recognizes the students' work readiness skills.  
<http://www.p12.nysed.gov/ciai/multiple-pathways/docs/cdos-field-memo-june-2016.pdf>
17. **NY CDOS Commencement Credential Questions & Answers (August 2015)**  
<http://www.p12.nysed.gov/specialed/gradrequirements/CDOS-QA-Aug14.pdf>
18. **Career Plan Form** Schools must assist the student, as appropriate, to develop his/her Career Plan. A student's preferences and interests, as identified in the Career Plan, must be reviewed by the student at least once annually and must be considered by the committee of special education in the development of the student's IEP. A copy of the student's Career Plan that was in effect during the school year in which the student exits high school must be maintained in the student's permanent record.  
<http://www.p12.nysed.gov/specialed/publications/CDOScredential-att2.pdf>
19. **CareerZone Website:** A student may choose to develop his/her Career Plan online, beginning in middle school, using CareerZone, a career exploration and planning website for youth that is provided at no cost to users by the NYS Department of Labor  
<https://www.careerzone.ny.gov>
20. **Work Based Learning Manual:** Work-based learning is supported in the school and at the work site. While school-based learning focuses on academic and career and technical preparation as part of the classroom curriculum, work site learning occurs, away from school, in a business or community organization  
<http://www.p12.nysed.gov/cte/wbl/home.html>
21. **Employability Profile Form:** The district must ensure that the student has at least one work skills employability profile completed within one year prior to a student's exit from high school.  
<http://www.p12.nysed.gov/specialed/publications/CDOScredential-att4.pdf>
22. **Comparison of National Employability Skills Credentials:** In lieu of a student meeting the requirements of option 1 to be awarded the NYS CDOS Commencement Credential, a district may award a student this credential if the student has met the requirements for one of the nationally recognized work readiness credentials  
<http://www.p12.nysed.gov/specialed/publications/CDOScredential-att5.htm>
23. **Transition Resource Manual:** A compilation of resources regarding transition assessment, transition planning in the IEP, and compliance with transition requirements.  
<http://www.dcboces.org/rse-tasc>

# The CDOS Credential

## Student must:

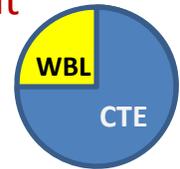
- Complete Career Plan annually beginning in 9<sup>th</sup> grade
- Work toward Regents/Local diploma
- Have employability profile completed during last year of attendance
- Participate in 2 units of study (216 hours) of CTE Coursework of which at least 54 hours must be Work Based Learning (WBL)

### Minimal requirement

#### Scenario 1

54 hours WBL

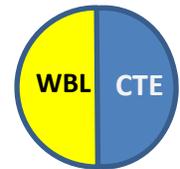
162 hours CTE



#### Scenario 2

108 hours WBL

108 hours CTE



#### Scenario 3

162 hours WBL

54 hours CTE



#### Scenario 4

216 hours WBL



\*\*Student can exceed 216 hours of WBL



NEW YORK STATE EDUCATION DEPARTMENT

**Career Plan**  
*Commencement Level*

**1. Personal Data**

Name: \_\_\_\_\_

Student Identification Number: \_\_\_\_\_

School: \_\_\_\_\_

**2. Review of Student Career Plan**

Grade Level:	Date of Review:	Possible Participants (Initials)				
		Student:	Parent/ Guardian:	Teacher:	Counselor:	Other:

**3. Knowledge**

**A. Self-knowledge:** *Who am I?*

**Interests:** *List your top three choices for each of the following areas of interest:*

Grade Level:	1a. Personal: <i>Out-of-school activities that you enjoy</i>	1b. Academic: <i>Classes or subjects you enjoy the most</i>	1c. Work Preferences: <i>Working with people, ideas, and things</i>

2. **Abilities:** *List personal skills and talents that will be helpful in a career choice:*

Grade Level:	My Personal Abilities . . .	Career areas where my abilities will be useful . . .

**Personal and academic areas I need to strengthen:**

Grade Level:	I need to strengthen . . .	Steps I will take to strengthen these areas . . .

**B. Career Exploration:** *Where am I going?*

1. **School and/or Community Experiences:** *I have participated in the following school and/or community experiences:*

Grade Level:	School and/or Community Experiences:	Skills Acquired Through Experience:

2. **Work Experiences:** *I have participated in the following work experiences:*

Grade Level:	Work Experiences:	Skills Acquired Through Work Experience:

3. **Careers of Interest and Characteristics:** *I am interested in the following careers and have discovered the following information about these careers:*

Grade Level:	Careers of Interest:	Education Requirements:	Skills I Need to Acquire:	Work Environment:	Job Outlook:

C. Future Goals and Decision-Making: How do I get there?

1. Career Goals and Action Steps:

Grade Level:	Goals: <i>(resulting from career exploration activities)</i>	Education Plan: <i>(courses that relate to my career interests)</i>	Action Steps: <i>(what I need to do to accomplish my goals)</i>	Check Off Completed Steps

4. Skills/Application: What do I need to know? What skills are important to me? What am I learning? Why am I learning it? How can I use it?

**Directions:** The following skills are needed to succeed in life, work, and education beyond high school. Using the scale provided, identify for each skill the level of achievement **you believe** you possess at the beginning of the commencement level and the level **you believe** you achieved by the end of your senior year. Briefly describe a classroom experience or an activity that helped you develop each skill and identify how each skill can be used in your life and future work experiences.

Skills:	Beginning Skill Level I Possess (Check Off)	Experiences/Activities/Application:	Final Skill Level I Have Achieved (Check Off)
<b>Basic Skills:</b> Uses a combination of techniques to read, listen to, and analyze complex information; conveys information in oral and written form; uses multiple computational skills to analyze and solve mathematical problems.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed
<b>Thinking Skills:</b> Demonstrates the ability to organize and process information and apply skills in new ways.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed
<b>Personal Qualities:</b> Demonstrates skills in setting goals, monitoring progress, and improving performance.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed
<b>Interpersonal Skills:</b> Communicates effectively and helps others to learn a new skill.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed
<b>Technology:</b> Applies knowledge of technology to identify and solve problems.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Highly ↔ Least Developed Developed

<p><b>Managing Information:</b> Uses technology to acquire, analyze and organize data, and communicates information.</p>	<p>□ □ □ □ □  <i>Highly ↔ Least</i>  <i>Developed Developed</i></p>		<p>□ □ □ □ □  <i>Highly ↔ Least</i>  <i>Developed</i>  <i>Developed</i></p>
<p><b>Managing Resources:</b> Allocates time and financial and human resources to complete a task.</p>	<p>□ □ □ □ □  <i>Highly ↔ Least</i>  <i>Developed Developed</i></p>		<p>□ □ □ □ □  <i>Highly ↔ Least</i>  <i>Developed</i>  <i>Developed</i></p>
<p><b>Systems:</b> Demonstrates an understanding of the relationship between the performance of a system and the goals, resources, and functions of an organization.</p>	<p>□ □ □ □ □  <i>Highly ↔ Least</i>  <i>Developed Developed</i></p>		<p>□ □ □ □ □  <i>Highly ↔ Least</i>  <i>Developed</i>  <i>Developed</i></p>

## 5. Culminating Activity

**Directions:** *Briefly describe the activity that you completed. Indicate the most important thing you learned about yourself through this activity. Describe how this self knowledge will influence your plans for the future.*

<b>Activity:</b>	<b>Self Knowledge/Future Plans:</b>

# NEW YORK STATE EDUCATION DEPARTMENT

## Career Plan

### Commencement Level

### 1. Personal Data

Name: Wozniak, Stephanie  
 Student Identification Number:  
 School: Putnam-Northern Westchester BOCES

CareerZone Module 1:  
Personal Info

### 2. Review of Student Career Plan

Grade Level	Date of Review	Student	Parent / Guardian	Teacher	Counselor	Other
12	02/09/2015	X	X	X	X	

### 3. Knowledge

#### A. Self-knowledge: 'Who am I?'

1. Interests: List your top three choices for each of the following areas of interest:

CareerZone Module 6:  
School Classes marked as

CareerZone Modules 11, 12, 13:  
After School, Work, and Volunteer Experience

Grade Level	1a. Personal: Out-of-school activities that you enjoy the most	1b. Academic: Classes or subjects that you enjoy the most	1c. Work Preferences: Working with people, ideas, and things
11			
12	Field Hockey Teacher Transition Specialist Copy Assistant	AP Psychology	People

CareerZone Module 2:  
Interest Profiler

2. Abilities: List personal skills and abilities that will be helpful in a career choice:

Grade Level	'My Personal Abilities...'	'Career areas where my abilities will be useful...'
9		
10		
11		
12	Speech and Hearing Abilities Memory Spoken and Written Communication Idea Generation and Reasoning Abilities Number and Math Information and Pattern Recognition Arm, Hand, and Finger control Controlling Machines or Vehicles Physical Strength Abilities	Quality Control Systems Managers Biomass Power Plant Managers Government Property Inspectors and Investigators Cartographers and Photogrammetrists Surveyors Biomedical Engineers Electronics Engineers, Except Computer Biochemical Engineers Manufacturing Engineers Photonics Engineers

CareerZone Module 4:  
Abilities

Occupational Profiles from the O\*NET Database that match a student's listed abilities.

CareerZone  
Module-7:  
Areas for  
Growth

1. Personal and academic areas I need to strengthen:

Grade Level	'I need to strengthen...'	'Steps I will take to strengthen these areas...'
12	Prioritizing tasks	

CareerZone  
Module 5: Job  
Readiness Skills  
(Must be  
completed  
prior to the  
school classes  
module)

CareerZone  
Module 6 &  
12: School  
Classes and

2. Career Exploration: 'Where am I going?'

School and/or Community Experiences: I have participated in the following school and/or community experiences:

Grade Level	School and/or Community Experiences:	Skills Acquired through Experience:
12	AP Psychology	Critical Thinking
12	AP English Literature	Reading Comprehension Critical Thinking Speaking

CareerZone  
Module 13:  
Work  
Experience

2. Work Experiences: I have participated in the following work experiences:

Grade Level	Work Experiences:	Skills Acquired through Work Experience:
12	Teacher	
12	Transition Specialist	
12	Copy Assistant	Service Orientation Active Listening Management of Material Resources Operation Monitoring Speaking Active Learning

Transferable  
Skills, student  
must match  
work  
experience to  
relevant O\*NET  
title and select  
skills

3. Careers of Interest and Characteristics: I am interested in the following careers and have discovered the following information about these careers:

Grade Level	Careers of Interest:	Education Requirements:	Skills I need to Acquire:	Work Environment:	Job Outlook:
12	Educational, Guidance, School, and Vocational Counselors	Job Zone Five: Extensive Preparation Needed. Most of these occupations require graduate school.	Science Monitoring Persuasion Complex Problem Solving Operations Analysis Technology Design Installation Programming Operation and Control Troubleshooting Repairing Quality Control Analysis	Social	It is projected that from now until 2020 this occupation will grow 12.6% per year.

CareerZone  
Module 9:  
Saved  
Occupations

NYS  
DOL  
Statistics

Occupational  
Profiles  
O\*NET  
Database

CareerZone  
RIASEC Code

2. Future Goals and Decision Making: 'How do I get there?'

1. Career Goals and Action Steps:

Grade Level	Goals: (resulting from career exploration activities)	Education Plan: (courses that relate to my career interest)	Action Steps: (what I need to do to accomplish my goals)	Check off completed steps:
		Counselor Education/School Counseling and Guidance	Apprentice in the field	

CareerZone  
Module 9:  
Saved  
Occupations

CareerZone  
Module 10: Future  
Goals and Dreams

12	Educational, Guidance, School, and Vocational Counselors	Services. College Student Counseling and Personnel Services. Student Counseling and Personnel Services, Other.	Talk with parents or other adults about my interests	X
----	--	--	--	---

**4. Skills / Application** 'What do I need to know?' 'What skills are important to me?' 'What am I learning?' 'Why am I learning it?' 'How can I use it?'

*Directions: The following skills are needed to succeed in life, work, and education beyond high school. Using the scale provided, identify for each skill the level of achievement you believe you possess at the beginning of the commencement level and the level you believe you achieved by the end of your senior year. Briefly describe a classroom experience or an activity that helped you develop each skill and how you will use it in your life and future work experiences.*

CareerZone Module 8:  
Life Skills

Skills	Beginning Skill Level I Possess	Experiences/Activities/Application	Final Skill Level I Have Achieved
<b>Basic Skills</b> Uses a combination of techniques to read, listen to, and analyze complex information; conveys information in oral and written form; uses multiple computational skills to analyze and solve mathematical problems.	2	solve basic problems involving integers, fractions, and decimals	3

**5. Culminating Activity**

*Directions: Briefly describe the activity that you completed. Indicated the most important thing you learned about yourself through this activity. Describe how this self knowledge will influence your plans for the future.*

Activity	Self Knowledge / Future Plans

CareerZone Module 17:  
Final Activity



## CareerZone's Commencement Level Career Plan Crosswalk

(With the New York State Education Department's Career Plan)

*View the chart below to find out which CareerZone Portfolio modules are included in the Career Plan and how these modules transfer to NYSED's Career Plan format.*

NYSED Career Plan	CareerZone's Portfolio Career Plan (Commencement Level)
<b>1. Personal Data</b>	Personal Info
<b>2. Review of Student Career Plan</b>	Annual Review
<b>3. Knowledge</b> <b>A. Self Knowledge</b> <b>1. Interests</b> a. Personal (Out-of-school activities) b. Academic (Classes or subjects I enjoy the most) c. Work Preferences (Working with people, ideas, and things)	a. Volunteer Experience, After School Activities, Work Experience b. School Classes (marked as Favorites) c. RIASEC code(ONET Database)
<b>2. Abilities</b> a. Personal b. Career Areas	a. Abilities b. ONET Database
<b>3. Personal and Academic Areas I Need to Strengthen</b> a. I Need to Strengthen... b. Steps I Will Take...	Areas for Growth (includes a and b)
<b>B. Career Exploration</b> <b>1. School and/or Community Experiences</b> a. Experiences b. Skills Acquired	a. School Classes (all), Volunteer Experience b. Job Readiness Skills ( <i>This module must be completed prior to the School Classes module</i> ).

[www.nycareerzone.org](http://www.nycareerzone.org) now available at [www.careerzone.ny.gov](http://www.careerzone.ny.gov)

Contact CareerZone at: [careerzone@labor.ny.gov](mailto:careerzone@labor.ny.gov)

**CareerZone's Career Plan Crosswalk**  
(With the New York State Education Department's Career Plan)

NYSED Career Plan	CareerZone's Portfolio Career Plan (Commencement Level)
<p><b>2. Work Experiences</b></p> <ul style="list-style-type: none"> <li>a. Experiences</li> <li>b. Skills Acquired</li> </ul>	<ul style="list-style-type: none"> <li>a. Work Experience</li> <li>b. Transferable Skills (must match work experience to relevant ONET occupation title and select specific transferable skills that were acquired through that experience).</li> </ul>
<p><b>3. Careers of Interest and Characteristics</b></p> <ul style="list-style-type: none"> <li>a. Careers</li> <li>b. Education Requirements</li> <li>c. Skills I Need</li> <li>d. Work Environment</li> <li>e. Job Outlook</li> </ul>	<ul style="list-style-type: none"> <li>a. Saved Occupations</li> <li>b. ONET Database</li> <li>c. In development</li> <li>d. RIASEC code (ONET Database)</li> <li>e. NYSDOL Labor Standards</li> </ul>
<p><b>C. Future Goals and Decision Making</b></p> <p><b>1. Career Goals and Action Steps</b></p> <ul style="list-style-type: none"> <li>a. Goals</li> <li>b. Education Plan</li> <li>c. Action Steps</li> <li>d. Check off Completed</li> </ul>	<ul style="list-style-type: none"> <li>a. Saved Occupations</li> <li>b. Future Goals and Dreams (Explore only)</li> <li>c. Future Goals and Dreams (selected actions only)</li> <li>d. d. Annual Review</li> </ul>
<p><b>4. Skills/ Application</b></p> <ul style="list-style-type: none"> <li>A. Skills</li> <li>B. Beginning Level</li> <li>C. Final Level</li> </ul>	Life Skills (a, b, c )
<p><b>5. Culminating Activity</b></p> <ul style="list-style-type: none"> <li>A. Activity</li> <li>B. Self-Knowledge/Future Plans</li> </ul>	Final Activity

**CareerZone** [www.careerzone.ny.gov](http://www.careerzone.ny.gov)

A comprehensive career exploration site for students, younger job seekers, and others who may not yet be prepared to use the Department of Labor's JobZone site for adult seekers ([www.jobzone.ny.gov](http://www.jobzone.ny.gov)).

**CareerZone Lesson Plans** <http://www.careerzone.ny.gov/views/careerzone/resources/lessonPlans/jsf>

A collection of activities that can be completed on the CareerZone website with a crosswalk aligning each lesson plan to CDOS and Common Core Learning Standards.

**CareerZone Instructional Tools**

<http://www.careerzone.ny.gov/views/careerzone/resources/index.jsf?resource=8>

This is a new section added to the CareerZone site that organizes its instructional tools for quick access. Tools include the CareerZone Facilitator's Guide, Lesson Plan Database, and Occupational Outlook Handbook.

[www.nycareerzone.org](http://www.nycareerzone.org) now available at [www.careerzone.ny.gov](http://www.careerzone.ny.gov)

Contact CareerZone at: [careerzone@labor.ny.gov](mailto:careerzone@labor.ny.gov)

**EMPLOYABILITY PROFILE**

<b>Student Name:</b>		<b>Identification Number:</b>		<b>School Name:</b>	
<b>Type of Work-based Learning Experience(s):</b>		<b>Worksite Name/Location(s):</b>		<b>Description of Experience(s)</b>	

**EVALUATION GRADING SCALE: General Key**

<b>Unsatisfactory (1)</b>		<b>Needs Improvement (2)</b>		<b>Meets Expectations (3)</b>				<b>Exceeds Expectations (4)</b>	
Not yet demonstrating the skills required for the position and needs to have a formal plan for improving skills. Needs additional training.		Inconsistently demonstrates the skills needed for the position. Further development is needed.		Demonstrates the skills required for the position with rare exceptions, and shows initiative in improving skills.				Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as a leader that improves overall team.	
<b>PERFORMANCE SKILLS</b>	<b>PERFORMANCE EXPECTATIONS</b>						<b>COMMENTS: STUDENT WORK READINESS SKILLS</b>		
				<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		
<b>ATTENDANCE</b>	Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.								
<b>PUNCTUALITY</b>	Understands work expectations for punctuality. Arrives on time for work, takes and returns from breaks on time and calls supervisor prior to being late.								
<b>WORKPLACE APPEARANCE</b>	Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.								
<b>TAKES INITIATIVE</b>	Participates fully in task or project from initiation to completion. Initiates interactions with supervisor for the next task upon completion of previous one.								
<b>QUALITY OF WORK</b>	Gives best effort, evaluates own work and utilizes feedback to improve work performance. Strives to meet quality standards and provides optimal customer service.								
<b>KNOWLEDGE OF WORKPLACE</b>	Demonstrates understanding of workplace policy and ethics.								
<b>RESPONSE TO SUPERVISION</b>	Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Demonstrates flexibility when nature of work changes.								
<b>COMMUNICATION SKILLS</b>	Gives full attention to what other people are saying, asks questions as appropriate and understands what was heard. Communicates concerns clearly and asks for assistance when needed.								

**Attachment 4**

<b>PERFORMANCE SKILLS</b>	<b>PERFORMANCE EXPECTATIONS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>COMMENTS: STUDENT WORK READINESS SKILLS</b>
<b>SOLVES PROBLEMS and MAKES DECISIONS</b>	Identifies the nature of the problem, evaluates various ways of solving the problem and selects the best alternative.					
<b>COOPERATES WITH OTHERS</b>	Interacts and communicates with others in a friendly and courteous way. Shows respect for others' ideas, opinions and racial and cultural diversity. Effectively works as a member of a team.					
<b>RESOLVES CONFLICT</b>	Identifies the source of conflict, suggests options to resolve it and helps parties reach a mutually satisfactory agreement.					
<b>OBSERVES CRITICALLY</b>	Carefully attends to visual sources of information. Evaluates the information for accuracy, bias and usefulness. Develops a clear understanding of the information.					
<b>TAKES RESPONSIBILITY FOR LEARNING</b>	Identifies one's strengths and weaknesses. Sets goals for learning. Identifies and pursues opportunities for learning. Monitors one's progress toward achieving these goals.					
<b>READS WITH UNDERSTANDING</b>	Reads print materials in a variety of formats (signs, books, instruction sheets, forms, charts, etc.) to locate, understand, apply and manage information they contain.					
<b>SOLVES PROBLEMS USING MATH</b>	Works with mathematical information (numbers, symbols, etc.), procedures, and tools and applies skills to answer a question, solve a problem, verify the reasonableness of results, make a prediction or carry out a task that has mathematical dimensions.					
<b>HEALTH AND SAFETY</b>	Complies with health and safety rules for specific workplace.					
<b>TECHNOLOGY</b>	Uses job-related tools, technologies and materials appropriately.					
<b>ADDITIONAL INFORMATION</b>						
Based on your knowledge of this student, how would you rate his/her overall work performance?						
OTHER WORK-RELATED (JOB SPECIFIC/TECHNICAL SKILLS); STRENGTHS and/or ACADEMIC ACHIEVEMENTS						
Signature of reviewer: _____ Print name: _____ Title: _____ Review date: _____						

**EMPLOYABILITY PROFILE – RECORD OF COURSEWORK AND WORK-BASED LEARNING**

<b>Student:</b>	<b>School:</b>	<b>School Personnel:</b>	<b>Title:</b>
<b>Career and Technical Education (CTE) Coursework</b>	<b>Year</b>	<b>Comments</b>	<b># of Hours</b>
<b>Work-based Learning Experiences</b>	<b>Year</b>	<b>Comments</b>	<b># of Hours</b>
<b>Industry-based Assessments (if any)</b>	<b>Year</b>	<b>Comments</b>	<b>Score</b>
			<b>Total # of CTE Coursework hours</b>
			<b>Total # Work-based Learning Experience hours</b>
			<b>Final Total # of hours (216 required hours which include at least 54 hours of work based-learning)</b>



## CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS) LEARNING STANDARDS

STUDENT NAME: \_\_\_\_\_

STUDENT ID: \_\_\_\_\_

COORDINATING TEACHER: \_\_\_\_\_

GUIDANCE COUNSELOR: \_\_\_\_\_

This form can be used to assist in documenting evidence of a student’s attainment of the commencement level CDOS learning standards as demonstrated in coursework and work-based learning experiences in which the student participated over the course of high school. Column one includes Performance Indicators for each of the CDOS standards. Some examples of evidence of a student’s attainment of the skills, knowledge, and/or abilities for each Performance Indicator are indicated by the black triangles ( ▲ ) in the commencement level CDOS learning standards document located at <http://www.p12.nysed.gov/ciai/pub/cdoslea.pdf>.

*Note in the boxes below successfully completed tasks that show student attainment of each of the commencement level CDOS learning standards.*

PERFORMANCE INDICATORS	9 <sup>TH</sup> GRADE EVIDENCE	10 <sup>TH</sup> GRADE EVIDENCE	11 <sup>TH</sup> GRADE EVIDENCE	12 <sup>TH</sup> GRADE EVIDENCE	5 <sup>th</sup> & 6 <sup>th</sup> YEARS EVIDENCE
<b>1. Career Development</b>					
Completes the development of a career plan that would permit eventual entry into a career option of their choosing					
Applies decision making skills in the selection of a career option of strong personal interest					
Analyzes skills and abilities required in a career option and relate them to their own skills and abilities					
<b>2. Integrated Learning</b>					
Demonstrate the integration and application of academic and occupational skills in their school learning, work, and personal lives					

PERFORMANCE INDICATORS	9 <sup>TH</sup> GRADE EVIDENCE	10 <sup>TH</sup> GRADE EVIDENCE	11 <sup>TH</sup> GRADE EVIDENCE	12 <sup>TH</sup> GRADE EVIDENCE	5 <sup>th</sup> & 6 <sup>th</sup> YEARS EVIDENCE
Uses academic knowledge and skills in an occupational context, and demonstrates application of these skills by using a variety of communication techniques (e.g. sign language, pictures, videos, reports, and technology)					
Researches, interprets, analyzes, and evaluates information and experiences as related to academic knowledge and technical skills when completing a career plan.					
<b>3a Universal Foundation Skills</b>					
<b>Basic Skills:</b> Uses a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills					
<b>Thinking Skills:</b> Demonstrates the ability to organize and process information and apply skills in new ways					
<b>Personal Qualities:</b> Demonstrates leadership skills in setting goals, monitoring progress, and improving performance					
<b>Interpersonal Skills:</b> Communicates effectively and helps others to learn a new skill					

PERFORMANCE INDICATORS	9 <sup>TH</sup> GRADE EVIDENCE	10 <sup>TH</sup> GRADE EVIDENCE	11 <sup>TH</sup> GRADE EVIDENCE	12 <sup>TH</sup> GRADE EVIDENCE	5 <sup>th</sup> & 6 <sup>th</sup> YEARS EVIDENCE
<b>Technology:</b> Applies knowledge of technology to identify and solve problems					
<b>Managing Information:</b> Uses technology to acquire, organize and communicates information. by entering, modifying, retrieving, and storing data					
<b>Managing Resources:</b> Allocates resources to complete a task					
<b>Systems:</b> Demonstrates an understanding of the relationship between the performance of a system and the goals, resources, and functions of an organization					
<b>3b Career Majors</b>					
<b>Career Majors: (Optional)</b> Choose a career major and acquire career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs					



ANNOTATED IEP GUIDE

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

STUDENT NAME:	DISABILITY CLASSIFICATION:
DATE OF BIRTH:	LOCAL ID #:
PROJECTED DATE IEP IS TO BE IMPLEMENTED:	PROJECTED DATE OF ANNUAL REVIEW:

**PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS**

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

**EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)**

*Refer to General Directions Document <http://www.p12.nysed.gov/specialed/formsnotices/IEP/home.html>*

*This is the section where evaluation information will be added and described.*

*May need to coordinate with psychologists and secretaries on this section.*

*It cannot be left blank.*

*Include:*

- *Title of assessment*
- *Date assessment was completed*
- *Results:*
  - *Summary of the interpretation of the scores, including the instructionally relevant information understandable to the parent and educational team should be included in this section.*
  - *Instructional implications of an assessment can then be further summarized or included in the appropriate section of the PLP.)*

*Evaluation categories include:*

- *Psycho-educational Assessment*
- *Speech & Language, PT, OT Assessment (& other related services)*
- *Physical Examination, Medical information*
- *Classroom Observation*
- *Functional Behavior Assessment*
- *Transition Assessment*
- *State & District-wide Assessments*

**ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS**

LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:

***REFER TO NYSED GUIDE TO QUALITY INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPMENT AND IMPLEMENTATION***

***[www.p12.nysed.gov/specialed/formsnotices/iepguidance/IEPguideFeb2010.pdf](http://www.p12.nysed.gov/specialed/formsnotices/iepguidance/IEPguideFeb2010.pdf)***

***Provide Description of Student’s Current Level of Performance,***

- ***Include specific baseline data - the “CAN DO” in the “CAN’T DO” Areas***
  - ***Do not use vague statements such as: “is having difficulty”, “is showing improvement”***
- ***Include Progress on Annual Goals***
- ***Identify “WHAT WORKS” – Specific Strategies, Supports and Instructional Methodologies that Support Progress made***
- ***Describe the Impact of the Disability ( Manifestations or characteristics of the disability observed in classroom and other settings)***
- ***Organized into paragraphs with the following topic headings:***

***EXPECTED RATE OF PROGRESS:***

- ***INCLUDES CURRENT GRADES, EFFORT, MOTIVATION, ASSESSMENT IMPLICATIONS, LEARNING STYLES. ETC***

***FUNCTIONAL PERFORMANCE:***

- ***INCLUDES: ORGANIZATION, TIME MANAGEMENT, PROBLEM SOLVING, ASKING FOR HELP [SELF-ADVOCACY], GENERATING IDEAS INDEPENDENTLY***

***ACTIVITIES OF DAILY LIVING:***

***COMMUNICATION/LANGUAGE:***

***READING:***

***WRITING:***

***MATH:***

***CAREER DEVELOPMENT/TRANSITION:***

- ***MUST CLEARLY IDENTIFY AT LEAST 2 TRANSITION ASSESSMENTS***
- ***MUST PROVIDE SUPPORT FOR TRANSITION NEEDS & MEASURABLE POST SECONDARY GOALS***

**STUDENT STRENGTHS, PREFERENCES, INTERESTS: (Can use a bulleted list)**

- ***Include student’s academic & other strengths, preferences and interests; consider student’s post secondary goals.***
- ***Don’t forget student voice!***

ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, **INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT: (Can use a bulleted list)**

*Identify student's specific skill deficits noted in the current performance areas;*

*Do not include recommendations for services or management needs in this section.*

*Parent's / student's voice regarding student's needs/skill deficits clearly stated*

- *Provide parents with multiple opportunities to provide input*
- *Document multiple attempts to contact parent in student file (parent/teacher conferences, phone contact, e-mail, parent survey/questionnaire)*
- *If parent does not provide information or identify concerns – include a null statement: Parent does not identify any concerns at this time.*

### **SOCIAL DEVELOPMENT**

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:

***\*Give examples of what specific behaviors look like (include data) and possible strategies that help the student.\****

- *Topics to address include:*
- *Student's relationship with adults and peers, social skills, ability to accept guidance or assistance from others:*
- *Student's feelings of self, level of maturity:*
- *Self determination, self – advocacy skills:*
- *Preschool/Elementary: play skills, taking turns, sharing:*
- *Ability to work on teams/collaborative activities*
- *Adjustment to School and Community*

STUDENT STRENGTHS: **(CAN USE BULLETED LIST)**

*Identify the student's strengths, social skills, consider recreation and community experiences.*

SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

**(Can use bulleted list)**

*Identify the skills deficits as noted in the current level of ability.*

*Include the parent's voice relating to concerns noted.*

## PHYSICAL DEVELOPMENT

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S MOTOR AND SENSORY DEVELOPMENT, HEALTH, VITALITY AND PHYSICAL SKILLS OR LIMITATIONS WHICH PERTAIN TO THE LEARNING PROCESS:

**Must complete this section –**

*Include information related to*

- *overall health & physical development*
  - *CONSIDER INPUT FROM SCHOOL NURSE, PE TEACHER*
- *gross/fine motor skills*
- *sensory needs*
- *medical conditions – impact on educational performance physical limitations or endurance*
- *describe medical equipment (wheelchair, crutches, braces, AFO's, splints, etc)*
- *describe the impact of medication on educational performance (do not identify medication by name)*

STUDENT STRENGTHS:

*Consider student's health, fitness and nutritional status; attendance, recreational interests, participation in physical education, sports or extracurricular activities.*

PHYSICAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

*Include skill deficits impacted by the student's disability; If disability does not impact this area – include null statement: No needs identified at this time; disability does not impact this area. Parent/student concerns*

## MANAGEMENT NEEDS

THE NATURE (TYPE) AND DEGREE (EXTENT) TO WHICH ENVIRONMENTAL AND HUMAN OR MATERIAL RESOURCES ARE NEEDED TO ADDRESS NEEDS IDENTIFIED ABOVE: **(Can use a bulleted list)**

*Include supports, strategies to be provided by the teachers, related services, and support staff*

- *Nothing new goes here!*
- *Recommendations described should relate to the information (what works) and needs identified in the other PLP sections.*

*Topic headings/consideration areas:*

- *Environmental Resource Needs*
  - *adapted equipment/furniture, routine schedule, preferential seating (describe), additional transition time*
- *Human Resource Needs*
  - *adult supervision, guidance or assistance to provide support, strategies, accommodations noted in PLP*
- *Material Resource Needs*
  - *alternate instructional materials, assistive technology, graphic organizer, study guide/copy of notes; behavior intervention plan, evacuation plan, health care plan, etc...*

**EFFECT OF STUDENT NEEDS ON INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL STUDENT, EFFECT OF STUDENT NEEDS ON PARTICIPATION IN APPROPRIATE ACTIVITIES (Discuss student's barriers to success in general education).**

**MANIFESTATIONS OF DISABILITY IN GEN ED SETTING**

- Describe characteristics of disability observed consistently that impact the student's ability to participate & show progress in the general ed setting
- Provides evidence for consideration of least restrictive environment
- Consider areas related to environment, instructional methodologies, content, materials and student's ability to demonstrate knowledge.

**STUDENT NEEDS RELATING TO SPECIAL FACTORS**

BASED ON THE IDENTIFICATION OF THE STUDENT'S NEEDS, THE COMMITTEE MUST CONSIDER WHETHER THE STUDENT NEEDS A PARTICULAR DEVICE OR SERVICE TO ADDRESS THE SPECIAL FACTORS AS INDICATED BELOW, AND IF SO, THE APPROPRIATE SECTION OF THE IEP MUST IDENTIFY THE PARTICULAR DEVICE OR SERVICE(S) NEEDED. **MUST ADDRESS ALL AREAS WITH EITHER YES/NO/NA see attachment 2 in Guide to Quality IEP Development and Implementation**

Does the student need strategies, including positive behavioral interventions, supports and other strategies to address behaviors that impede the student's learning or that of others?  Yes  No

Does the student need a behavioral intervention plan?  No  Yes: **DESCRIBE**

For a student with limited English proficiency, does he/she need a special education service to address his/her language needs as they relate to the IEP?

Yes  No  Not Applicable

For a student who is blind or visually impaired, does he/she need instruction in Braille and the use of Braille?  Yes  No  Not Applicable

Does the student need a particular device or service to address his/her communication needs?  Yes  No

In the case of a student who is deaf or hard of hearing, does the student need a particular device or service in consideration of the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode?

Yes  No  Not Applicable

Does the student need an assistive technology device and/or service?  Yes  No If yes, does the Committee recommend that the device(s) be used in the student's home?  Yes  No

*Consider any devices/equipment identified in management section;*

**BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE IF DETERMINED APPROPRIATE)**

**MEASURABLE POSTSECONDARY GOALS**

LONG-TERM GOALS FOR LIVING, WORKING AND LEARNING AS AN ADULT

*Remember to:*

- *Use compliant wording:*
  - *Student's goal is to...*
  - *Student will...*
  - *Student shall...*
- *Identify what will happen after graduation – these are POST high school goals.)*
- *Only identify one goal per area (no "ors")*

**EDUCATION (2 OR 4 YEAR DIPLOMA OUTCOME IN WHAT DEGREE AREA)/TRAINING (ON THE JOB TRAINING, COMMUNITY/ADULT EDUCATION, CERTIFICATE PROGRAM):**

**EMPLOYMENT:** (COMPETITIVE OR SUPPORTED... BE AS SPECIFIC AS POSSIBLE ABOUT CAREER CHOICE... BUT ONLY 1 CHOICE... MULTIPLE OPTIONS LIST IN PLP WITH "TOP CHOICE" INDICATED HERE)

**INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE):** (LIVE INDEPENDENTLY IN COMMUNITY; ATTAIN DRIVER'S LICENSE, COLLEGE DORM, SUPPORTED APARTMENT, GROUP HOME)

**TRANSITION NEEDS**

In consideration of present levels of performance, transition service needs of the student that focus on the student's courses of study, taking into account the student's strengths, preferences and interests as they relate to transition from school to post-school activities:

*Transition Needs relate to the student needs to address with the support of the school in order to achieve MPSGs*

- *Barriers to post secondary goals – consider skills related to self determination, advocacy or academic areas.*
- *Can make bulleted list of needs for this section*
- *All needs should be supported in coordinated activities*
- *At least one need must be supported by an annual goal*

*Course of study statement is narrative*

- *Should contain diploma &/or credential student is going to achieve & with participation in state/local assessments.*
- *Should list courses/instruction related to post secondary goals*

*This will help you to determine Coordinated Set of activities and Annual Goals) needed for the coming year*

**MEASURABLE ANNUAL GOALS**

THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS  
**COLLABORATE WITH GENERAL EDUCATION TEACHERS, RELATED SERVICE PROVIDERS AND PARENTS.**

<p align="center"><b>ANNUAL GOALS</b></p> <p>WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT. <b>THE GOAL MUST BE MASTERED IN ONE YEAR.</b></p>	<p align="center"><b>CRITERIA</b> MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED</p>	<p align="center"><b>METHOD</b></p> <p>HOW PROGRESS WILL BE MEASURED</p>	<p align="center"><b>SCHEDULE</b> WHEN PROGRESS WILL BE MEASURED</p>
<p><i>Student will</i></p> <ul style="list-style-type: none"> <li>• <i>do what ( Skill, behavior)</i></li> <li>• <i>to what extent-(anticipated level – relates to baseline identified in PLP)</i></li> <li>• <i>under what conditions (across settings, in a specific situation) or givens (graphic organizer, equipment, strategies, etc)</i></li> </ul> <p><i>Goals should be</i></p> <ul style="list-style-type: none"> <li>• <i>Reasonable in number – Average # of goals 3-5 per IEP</i></li> <li>• <i>Achievable in one year.</i></li> <li>• <i>The responsibility of all teachers to provide Instruction, monitoring &amp; support</i></li> <li>• <i>Team Goals - No service-specific goals (Ex. No OT, PT, or Speech goals)</i> <ul style="list-style-type: none"> <li>○ <i>educationally based, not medically related.</i></li> </ul> </li> <li>• <i>Must correspond to need/skill deficit in PLP</i></li> <li>• <i>Must be skill-based, not activity-based or standards-based</i></li> <li>• <i>Must not be a GenEd expectation or curriculum based required of all students.</i></li> </ul>	<p><i>How well or how often AND over what period of time student will perform skill/behavior to indicate mastery of skill. (must be possible to achieve in one year)</i></p>	<p><i>Identify the procedures or methods used to collect data to monitor progress.</i></p> <p><i>Must be tangible – charts, checklists, rubric, student work samples, teacher made tests, etc. (teacher observation is not tangible)</i></p>	<p><i>How often methods will be used to collect or review the data so progress can be monitored.</i></p> <p><i>Evaluation schedule should be frequent enough to allow adjustments to instruction and might be different for each goal.</i></p> <p><b><i>THIS IS NOT WHEN YOU REPORT PROGRESS TO PARENTS</i></b></p>

**ALTERNATE SECTION FOR STUDENTS WHOSE IEPs WILL INCLUDE SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS  
(REQUIRED FOR PRESCHOOL STUDENTS AND FOR SCHOOL-AGE STUDENTS WHO MEET ELIGIBILITY CRITERIA TO TAKE THE NEW YORK STATE ALTERNATE ASSESSMENT )**

**MEASURABLE ANNUAL GOALS**

THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM OR, FOR A PRESCHOOL CHILD, IN APPROPRIATE ACTIVITIES, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND, FOR A SCHOOL-AGE STUDENT, PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS.

<b>ANNUAL GOAL</b> WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE END OF THE YEAR IN WHICH THE IEP IS IN EFFECT	<b>CRITERIA</b> MEASURE TO DETERMINE IF GOAL HAS BEEN ACHIEVED	<b>METHOD</b> HOW PROGRESS WILL BE MEASURED	<b>SCHEDULE</b> WHEN PROGRESS WILL BE MEASURED
<p><i>Same guidelines apply for annual goals as on previous page.</i></p> <p><i>Goals must contain all components &amp; follow requirements, even when accompanied by benchmarks or objectives</i></p>	<p><i>Same guidelines apply for annual goals as on previous page.</i></p>	<p><i>Same guidelines apply for annual goals as on previous page.</i></p>	<p><i>Same guidelines apply for annual goals as on previous page.</i></p>

SHORT-TERM INSTRUCTIONAL OBJECTIVES AND/OR BENCHMARKS (INTERMEDIATE STEPS BETWEEN THE STUDENT'S PRESENT LEVEL OF PERFORMANCE AND THE MEASURABLE ANNUAL GOAL):

**NYSAA students & preschool students must have objectives/benchmarks for each goal**

**Objective:** *(task analysis) – identify sub-skills that will support the achievement of the annual goal; may be specific to a related service.*

**Benchmark:** *incremental steps of the same skill identified in the annual goal; may include decreasing levels of support with increasing levels of skill ability; timeline for progress.*

**Include 2-4 objectives or benchmarks for each goal developed.**

**REPORTING PROGRESS TO PARENTS**

Identify when periodic reports on the student's progress toward meeting the annual goals will be provided to the student's parents: **This is where you identify how often parents will receive progress reports on Annual Goals**

**RECOMMENDED SPECIAL EDUCATION PROGRAMS AND SERVICES**

SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS*	FREQUENCY HOW OFTEN PROVIDED	DURATION LENGTH OF SESSION	LOCATION WHERE SERVICE WILL BE PROVIDED	PROJECTED BEGINNING/ SERVICE DATE(S)
<p><b>SPECIAL EDUCATION PROGRAM:</b>  <i>Should <b>NOT</b> be filled in prior to CSE</i>  <i>Drop down menu – special ed programs identified in regs: Preschool § 200.16/200.9 and school-age § 200.6</i></p>	<p><i>identify group size, native language, etc.</i></p>			<p><i>identify general ed. setting – specific academic area OR special ed. setting</i></p>	
<p><b>RELATED SERVICES:</b>  <i>Drop down menu – not finite list; see definition § 200.1(qq)</i></p>					
<p><b>SUPPLEMENTARY AIDS AND SERVICES/PROGRAM MODIFICATIONS/ACCOMMODATIONS:</b>  <i>Must correspond to PLP - Identify specific supports noted in Management: (teacher aide, preferential seating, verbal prompts, etc)</i></p> <p><b>Transition Considerations:</b>  <i>- Are they increasing or decreasing student independence?</i>  <i>- Are they available to student in post-school settings?</i>  <i>- Is the student aware of them and able to advocate for them in all settings?</i></p>					
<p><b>ASSISTIVE TECHNOLOGY DEVICES AND/OR SERVICES:</b>  <i>Include equipment noted in PLP &amp; Special Factors section – do not include medical equipment</i></p>					
<p><b>SUPPORTS FOR SCHOOL PERSONNEL ON BEHALF OF THE STUDENT: <i>services for staff</i></b>  <i>(ex: training on specific disability such as autism, on assistive technology, behavior interventions, etc)</i></p>					

\* Identify, if applicable, class size (maximum student-to-staff ratio), language if other than English, group or individual services, direct and/or indirect consultant teacher services or other service delivery recommendations.

**12-MONTH SERVICE AND/OR PROGRAM** – Student is eligible to receive special education services and/or program during July/August:  No  Yes **Cannot be left blank**

Services can be provided to students with disabilities who...

- Have intensive management needs
- Have severe multiple disabilities
- Are in home, hospital, or residential programs
- Require ongoing instruction to avoid substantial regression (as defined by NYSED ESY policy 2006)

If yes:

- Student will receive the same special education program/services as recommended above.  
OR  
 Student will receive the following special education program/services

SPECIAL EDUCATION PROGRAM/SERVICES	SERVICE DELIVERY RECOMMENDATIONS	FREQUENCY	DURATION	LOCATION	PROJECTED BEGINNING/ SERVICE DATE(S)
<i>Can be different from what was provided during school year.</i>					

Name of school/agency provider of services during July and August:

For a preschool student, reason(s) the child requires services during July and August:

**TESTING ACCOMMODATIONS** (TO BE COMPLETED FOR PRESCHOOL CHILDREN ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL CHILDREN):  
INDIVIDUAL TESTING ACCOMMODATIONS, SPECIFIC TO THE STUDENT’S DISABILITY AND NEEDS, TO BE USED CONSISTENTLY BY THE STUDENT IN THE RECOMMENDED EDUCATIONAL PROGRAM AND IN THE ADMINISTRATION OF DISTRICT-WIDE ASSESSMENTS OF STUDENT ACHIEVEMENT AND, IN ACCORDANCE WITH DEPARTMENT POLICY, STATE ASSESSMENTS OF STUDENT ACHIEVEMENT - DO NOT USE **DIRECTIONS READ** AS A TEST ACCOMMODATION UNLESS YOU KNOW SPECIFICALLY THAT DIRECTIONS WILL NOT BE READ TO THE STUDENT.

TESTING ACCOMMODATION	CONDITIONS*	IMPLEMENTATION RECOMMENDATIONS**
<input type="checkbox"/> NONE		
<i>Drop Down Menu – not a finite list</i>  <i>Refer to NYSED guide from May 2006</i> <a href="#"><u>Test Access and Accommodations for Students with Disabilities</u></a>	<i>When accommodation will be provided: (tests requiring extensive writing) – not as needed, when requested, or for specific tests (regents)</i>  <a href="http://www.p12.nysed.gov/specialed/policy/testaccess/policyguide.htm"><u>www.p12.nysed.gov/specialed/policy/testaccess/policyguide.htm</u></a>	<i>How accommodation will be provided; specific recommendations for implementation.</i>

\*Conditions – Test Characteristics: Describe the type, length, purpose of the test upon which the use of testing accommodations is conditioned, if applicable.

\*\*Implementation Recommendations: Identify the amount of extended time, type of setting, etc., specific to the testing accommodations, if applicable.

**BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE, IF DETERMINED APPROPRIATE).**

<b>COORDINATED SET OF TRANSITION ACTIVITIES (MUST BE COMPLETED WITHIN THE DURATION OF THIS IEP)</b>		
NEEDED ACTIVITIES TO FACILITATE THE STUDENT'S MOVEMENT FROM SCHOOL TO POST-SCHOOL ACTIVITIES	SERVICE/ACTIVITY	SCHOOL DISTRICT/ AGENCY RESPONSIBLE
<p>Instruction <i>Identify instruction student will be getting THIS YEAR (the year IEP is in effect) to support achievement of MPSGs</i></p>	<ul style="list-style-type: none"> <li>• <u>MUST</u> list activities for this one</li> <li>• <b>DO NOT USE DROP DOWN STATEMENTS</b> "Student will be provided the opportunity to..."</li> <li>• List courses as related to MPSG'S</li> <li>• Can be bulleted statements</li> </ul>	<p><i>MUST list district and role of person responsible</i></p>
<p>Related Services <i>Identify what related services are going to be provided THIS YEAR and how they will support the transition plan.</i></p>	<ul style="list-style-type: none"> <li>• Can be bulleted– at least one statement per service</li> <li>• Should correspond to related service section</li> <li>• Identify activity/skill that will be addressed that relates to MPSG</li> </ul> <p><i>If none then write... "Considered, not needed"</i></p>	<p><i>MUST list agency responsible if agency is paying for/providing service (agency must be invited to CSE with parent permission)</i></p>
<p>Community Experiences <i>Describe any community-based experiences that will be provided to the student THIS YEAR</i></p>	<ul style="list-style-type: none"> <li>• Consider job shadow for 11<sup>th</sup> /12<sup>th</sup> graders?</li> <li>• School Clubs? Sports?</li> <li>• Cannot be experiences that are not supported by the district (church, Boys/Girls club, etc...)</li> </ul> <p><i>If none then write... "Considered, not needed"</i></p>	
<p>Development of Employment and Other Post-school Adult Living Objectives <i>Identify activities that school will provide student to support college/training, employment, and/or independent living goals.</i></p>	<ul style="list-style-type: none"> <li>• <u>MUST</u> list activities for this one</li> </ul> <p><i>Cannot be experiences that are not supported by the district (volunteer experiences, work obtained on their own)</i></p>	
<p>Acquisition of Daily Living Skills (if applicable) <i>Identify activities to assist student in functional skills (Dressing, hygiene, self-care, health care, cooking, budgeting, etc.)</i></p>	<p><i>Think about - CDOS poster for skill areas in addition to traditional "life skills"</i></p> <p style="text-align: center;"><i>Organization?</i></p> <p style="text-align: center;"><i>Time management?</i></p> <p><i>If none then write... "Considered, not needed"</i></p>	

<p>Functional Vocational Assessment (if applicable)  <i>Only identified in this area if going to be done this school year. Should only identify Level 2 or Level 3 (more intensive assessment assessments, situational assessments that must be completed by trained individual)</i></p>	<p><i>Do NOT list Level I Assessments - State prefers the phrase "Considered, but not needed" for any of these 6 areas in which no activity is required"</i></p>	
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**PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS**

(TO BE COMPLETED FOR PRESCHOOL STUDENTS ONLY IF THERE IS AN ASSESSMENT PROGRAM FOR NONDISABLED PRESCHOOL STUDENTS)

The student will participate in the same State and district-wide assessments of student achievement that are administered to general education students.

The student will participate in an alternate assessment on a particular State or district-wide assessment of student achievement.

Identify the alternate assessment:

Statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student:

*Include information specific to the student's needs related to eligibility criteria for the NYSAA –student's limited cognitive abilities combined with physical limitations. She is nonverbal and uses a picture communication device to communicate basic needs. She requires direct care for personal needs. Her chronological age is 12 but her instructional levels are at the Kindergarten level."*

**PARTICIPATION WITH STUDENTS WITHOUT DISABILITIES**

REMOVAL FROM THE GENERAL EDUCATION ENVIRONMENT OCCURS ONLY WHEN THE NATURE OR SEVERITY OF THE DISABILITY IS SUCH THAT, EVEN WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES, EDUCATION CANNOT BE SATISFACTORILY ACHIEVED.

**FOR THE PRESCHOOL STUDENT:**

Explain the extent, if any, to which the student will not participate in appropriate activities with age-appropriate nondisabled peers (e.g., percent of the school day and/or specify particular activities):

**FOR THE SCHOOL-AGE STUDENT:**

Explain the extent, if any, to which the student will not participate in regular class, extracurricular and other nonacademic activities (e.g., percent of the school day and/or specify particular activities):

If the student is not participating in a regular physical education program, identify the extent to which the student will participate in specially-designed instruction in physical education, including adapted physical education:

EXEMPTION FROM LANGUAGE OTHER THAN ENGLISH DIPLOMA REQUIREMENT:  No  Yes - The Committee has determined that the student's disability adversely affects his/her ability to learn a language and recommends the student be exempt from the language other than English requirement.

*Note: Consider student's post secondary plans - Can limit college options*

## SPECIAL TRANSPORTATION

TRANSPORTATION RECOMMENDATION TO ADDRESS NEEDS OF THE STUDENT RELATING TO HIS/HER DISABILITY

None.

Student needs special transportation accommodations/services as follows:

*Consider:*

- *Special seating – e.g., near window, individual seat*
- *Vehicle and/or equipment needs – e.g., harness, lift*
- *Adult supervision or training*
- *Type of transportation – e.g., small bus, door to door, individual transport*
- *Other accommodations – e.g., permission to bring personal items or to use iPod on bus*

Student needs transportation to and from special classes or programs at another site:

*Consider if student needs transportation from one site to another for services or programs to be provided.*

## PLACEMENT RECOMMENDATION

*The identification of placement must specify where the student's IEP will be implemented and should indicate the type of setting where the student will receive special education services.*

*For example:*

- *Public school district*
- *BOCES*
- *Approved private school or Special Act School District*
- *Home / Community Setting*

