

ANNOTATED - Individualized Education Program (IEP) - TRANSITION

State of Delaware

School District

302-

Student Information

Student Name: _____ _____	Date of Birth: _____ Current Grade: _____
Student ID#: _____	<i>This is the grade in which the student is enrolled when the IEP meeting occurs</i>
Address: _____	
District of Residence: _____	Attending Building: _____ Disability Classification: _____

Parent* 1: _____ Address (if different): _____ Telephone (Home): _____ (Work) _____	E-mail: _____ (Cell) _____
Parent* 2: _____ Address (if different): _____ Telephone (Home): _____ (Work) _____	E-mail: _____ (Cell) _____

IEP Status

Meeting Date	_____	Most Recent Evaluation Summary Report Date	_____
IEP Initiation Date	_____	IEP Revision Date	_____
IEP End date	_____	IEP Revision Date	_____

Temporary Placement

Agency Representative:	DE Admin Code §925.23.4
Parent:	_____
Date:	_____
<i>Within 60 days, an IEP meeting must be held</i>	

Meeting Participants

Role	Name	Signature
Parent* 1	<i>DE Admin Code §925.22</i>	
Parent* 2	_____	
Student	_____	
General Ed. Teacher	_____	
Special Ed. Teacher	_____	
Administrator / Designee	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	

* Parent includes legal guardian, educational surrogate parent and relative caregiver.

Data Considerations

1. What are the student's strengths?
DE Admin Code §925.24.1.1 and 925.24.1.1
It is important to ask what the student's current achievements are relative to what may be necessary and appropriate for successful transition into adult life? The IEP team is asked to develop the Data Considerations Section of the IEP on academic achievement and functional performance, both of which impact a student's successful transition. The context for the Data Considerations discussion should be based upon the student's postsecondary goals.
The Data Considerations Section becomes the basis for planning the transition supports, activities and services in the IEP.
Information about the child's strengths, interests, how he or she learns best can be documented in this section. This can include both academic and functional living skills.
Information should focus on strengths, as well as relevant deficits and weaknesses. The information should lead toward the identification of supports, activities and services a student needs to achieve his or her desired postsecondary goals. Information from age-appropriate transition assessments can be placed in this section as well.

Employment Strengths:
Add information specific to the child's employment strengths in this section. Information gained from age-appropriate transition assessments should be placed in this section.

Post-Secondary Education/Training Strengths:
Add information specific to the child's post-secondary education and training in this section. Information gained from age-appropriate transition assessments should be placed in this section.

Independent Living Strengths:
Add information specific to the child's independent living in this section. Information gained from age-appropriate transition assessments should be placed in this section.

2. What are the educational concerns of the parent (or student, if appropriate)?
DE Admin Code §925.24.1.2
The most valuable sources for assessment information are the student and family. Concerns and needs can be solicited from the parent or student in this section. This may be something that the school obtains prior to the meeting, or a form may be sent home for the parent to consider various aspects of education and independent skills prior to arriving at the meeting. All relevant information should be considered when identifying the unique needs of the student and the accommodations, supports and services needed to address those needs.

3. What data sources and age appropriate transition assessments (including district or statewide assessments) are being used to create this IEP?
DE Admin Code §925.24.1.3 and 925.20.2.1
"Age appropriate" means a student's chronological, rather than developmental age.
Age-appropriate transition assessment information can be obtained from a variety of individuals.
The most valuable sources for assessment information are the student and family. Other critical individuals include: school guidance personnel, employers, adult agency personnel, school psychologist, transition specialists, classroom teachers
Information and data that are considered as part of the IEP should be included in this section. This can include transition inventories, self-determination skill development, interviews, surveys, work samples, situational assessments, learning style assessments, universal screening, progress monitoring, teacher data/observations, therapy reports, formal and informal assessments, achievement testing, medical history (which may include information the parent brings to the meeting). All relevant information should be considered when identifying the unique needs of the student and the accommodations, supports and services needed to address those needs.

Survey/Questionnaires information (including the name of the assessment) about which surveys were completed can be included here and date administered _____

Profiles/Portfolios _____ and date administered _____

Vocational Assessment: _____ and date administered _____

Student Success Plan: A summary of information can be included here about the Student Success Plan. and date administered _____

Other: _____ and date administered _____

4.	How does the child's disability affect the child's involvement and progress in the general education curriculum? <i>DE Admin Code §925.20.1.1.1</i>
5.	What are the child's other educational needs that result from the child's disability (e.g., organizational skills, self care, fine/gross motor)? <i>DE Admin Code §925.20.1.2.1</i>
6.	Will the student participate with non-disabled students in extracurricular and non-academic areas? If yes, identify supports and services on the "Needs, Services and Annual Goals" page. If no, explain why below. <i>DE Admin Code §925.20.1.5 and 922.7 and 922.17</i> <i>Description: Indicate yes or no to each item (extracurricular and non-academic). Non-academic and extracurricular areas may include: meals, recess periods, counseling services, athletics, health services, recreation activities, special interest groups or clubs sponsored by the district, referrals to agencies that provide assistance and employment of students, including both employment by the district and assistance in making outside employment available. An explanation should be provided here if answering no to either item. If yes is indicated, supports and services needed would be added to the appropriate "need" on the "Needs, Services and Annual Goals" page of the IEP.</i>

Other Factors to Consider:

IEP team must consider each of the factors.

If there is a need identified, check "yes" and address in the IEP.

Yes	No	<i>DE Admin Code §925.24.2</i>
<input type="checkbox"/>	<input type="checkbox"/>	Communication needs of the student
<input type="checkbox"/>	<input type="checkbox"/>	Braille instruction for students who are blind or visually impaired
<input type="checkbox"/>	<input type="checkbox"/>	Communication and language needs for students who are deaf/hard of hearing
<input type="checkbox"/>	<input type="checkbox"/>	Language needs for students with limited English proficiency
<input type="checkbox"/>	<input type="checkbox"/>	Positive behavior interventions, supports, and strategies for students whose behavior impedes learning
<input type="checkbox"/>	<input type="checkbox"/>	Need for assistive technology devices and services
<input type="checkbox"/>	<input type="checkbox"/>	Intervention supports and strategies for students who have difficulty accessing and/or using grade-level textbooks and other core materials in standard print formats

Name: _____

Date: _____

Transition

Student’s Post-High School Goals: DE §925.20.2.1

<p>Post School Employment Goal</p>	<p><i>Required</i> IDEA 2004 requires that the measurable post-secondary goals be based on age-appropriate transition assessments. As a student proceeds through high school, postsecondary goals should also become more specific and focused on the next steps in adult life for that student.</p> <p>A measurable postsecondary goal is a statement that articulates what the child would like to achieve after high school based on student’s strengths, preferences and interests. Appropriate measurable postsecondary goals are:</p> <p>measurable (“measurable” means you can count it, observe it, and document it); based upon age appropriate transition assessments; communicates what the child would like to achieve after high school; an outcome that occurs after the person has exited high school; related to training, education, employment and when appropriate, independent living skills; a measurable postsecondary goal is NOT an activity, step, wishful intent, or the process of pursuing or moving toward the desired outcome.</p> <p>To write measurable postsecondary goals use results-oriented terms such as “will be enrolled in”, “will work”, “will live independently”, and use descriptors such as “full time” and “part-time”.</p> <p>Initially, broad descriptions of the student’s preferences, strengths, interests, or vision of what they might like to do in employment, education, training, and independent living are appropriate. Each year the IEP/Transition Team should reassess and refine the student’s postsecondary goals. By a student’s last IEP, the measurable postsecondary goals should be specific and measurable one year out by the last year’s IEP.</p>
<p>Post Education/Training</p>	<p><i>Required ... see statement above.</i></p>
<p>Independent Living (if needed)</p>	<p><i>IEP team determines if a goal is needed for this section. It is recommended that each student should have a goal in this area. If the IEP team determines a goal is not needed in this area justification must be evidenced in the results of the age-appropriate transition assessment(s).</i></p>
<p>The student plans to exit school with:</p>	<p align="center"> <input type="checkbox"/> Diploma <input type="checkbox"/> Certificate </p>

Courses of Study: DE Admin Code §925.20.2.2

Grade	Courses of Study (from student’s current year to year of graduation)
<p>_____</p>	<p><i>The IEP team must determine what instruction and educational experiences will assist the child to prepare for the transition from secondary education to post-secondary life. Courses of study should focus on: all courses and educational experiences; how the educational program can be planned and relate directly to the child’s goals beyond secondary education; and, show how those courses are linked to those goals. The course of study must be reviewed and updated annually.</i></p> <p><i>The process for developing the courses of study should assist students and their family in selecting courses that are meaningful and motivate students to complete their education.</i></p>
<p>_____</p>	<p>The courses of study must be a specific listing of courses to determine they will reasonably enable the student to achieve his/her post school goals.</p>
<p>_____</p>	<p>Only listing “core academic”, “3 pathway credits”, “electives” is not sufficient. SPECIFIC COURSES MUST BE LISTED</p>

Activities and Services to Reach Goal: *DE Admin Code §925.20.2 - DE §925.20.2.2*

Employment Goal: <i>Required ... see statement above under Student's Post-High School Goals.</i>				
Activities/Services needed to reach goal	Responsible Party		Start Date	Completion Date
<p><i>What activities and strategies can be identified in the IEP to help the child move toward the realization of post-secondary outcomes? What services, supports or programs will this child need in order to achieve his or her desired post-school goals and ensure success as he or she enters the adult world? How can the child be linked to the needed post-school services, supports or programs before he or she leaves the school setting? The school's responsibility is to help identify activities and strategies, involve appropriate agencies and coordinate the process so that Student's goals are met. All of the activities/strategies must be reviewed and refined each year based on what has been accomplished, current and future needs, and emerging strengths, preferences and interests. Not all of the activities will be the responsibility of the school to oversee, provide or pay for. It is the responsibility of the team to ensure that appropriate outside agencies are involved in transition planning, and there is coordination among all responsible parties. The transition activities/services should build to the student's unique needs and annual goals.</i></p> <p><i>The activities and services should align with the student's post school goals. They should reasonably enable to student to reach his/her goals.</i></p>	<p><i>Who is responsible providing the activities/services</i></p>			
Post-Secondary Education/Training Goal: <i>Description: Required - see statement above under Student's Post-High School Goals.</i>				
Activities/Services needed to reach goal – See description above	Responsible Party		Start Date	Completion Date
Independent Living Goal (if needed): <i>Description: IEP team determines if a goal is needed for this section. It is recommended that each student should have a goal in this area. If a goal is listed there must be activities/services.</i>				
Activities/Services needed to reach goal – See description above	Responsible Party		Start Date	Completion Date

In addition to School Supports, the Student Will Need the Assistance of:

Agency	Contact Person	Phone Number
<p><i>Description: There are many agencies that may help the child and family in the transition to adult life.</i></p>	<p><i>Description: When the school district or charter school plans to invite an agency to participate in the IEP meeting for a student, it is required to have parent consent, or consent of the</i></p>	<p><i>Description: The parent consent, or consent of the child if he/she has reached the age of majority, must be signed before the invitation goes out to the agency. There should also be</i></p>

	<i>child if he/she has reached the age of majority.</i>	<i>evidence the agency was invited to the IEP meeting.</i>
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Is there a current Interagency Release of Information Form on file with the school?

Yes

No (If no, discuss form for transition planning with appropriate agencies)

DRAFT

Name: _____

Date: _____

<p>Unique Educational Needs and Characteristics</p>	<p>Provide a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will enable the child:</p> <ul style="list-style-type: none"> • to advance appropriately toward attaining the annual goals; • to be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities; and, • to be educated and participate with other children with disabilities and non disabled children. 			
<p><i>DE Admin Code §925.24.1.4</i> Description: Add a specific academic or functional need here</p>	<p><i>DE Admin Code §925.20.1.4</i> Description: Add a broad statement about the services that will be provided to the child. This should include any specialized services including accommodations and modifications that will be needed. If related services will be added as a resource for this specific need, a narrative about the involvement could be added. This can either be in sentence format or in bullet form. This area is basically meant to answer the question "what are we doing to support the need described above?"</p>			
<p>Services, Aids & Modifications</p>	<p>Start Date</p>	<p>Frequency</p>	<p>Duration</p>	<p>Location</p>
<p><i>DE Admin Code §925.20.1.4</i> Description: Add specific services that are provided as part of the classroom instruction. Related services would NOT be included here (that is later in the IEP). Typically accommodations would not be added to this section. This is used to describe any explicit instruction that is needed to address the need above.</p>	<p><i>DE Admin Code §925.20.1.7</i> Description: The regulation requires that the projected date for the beginning of services, and frequency, duration and location are included.</p>	<p><i>DE Admin Code §925.20.1.7</i></p>	<p><i>DE Admin Code §925.20.1.7</i></p>	<p><i>DE Admin Code §925.20.1.7</i></p>
<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>
<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>
<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>
<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>

PLEP (Present Level of Education Performance):
DE Admin Code §925.20.1.1
 Description: Add a present level of educational (academic or functional) performance here. There should be a direct relationship between the PLEP and the annual goal. "Not yet measured" or "no baseline" is not an appropriate PLEP. The PLEP should be measurable, based upon data of the child's current performance.

Benchmark #1 1st Marking Period

Description: Benchmarks are the steps needed to measure the annual goal. There should be a direct line from the PLEP (above) and the statement of special education services (above) towards the measurable annual goal (below). The marking period drop down should match to the next marking period that would occur during this IEP cycle. Measured progress must be reported to parents at least as often as it is reported to parents of non-disabled children.

Benchmark #2 1st Marking Period

Name: _____ Date: _____

Related Services

Services	Type of Delivery	Start/End Date	Frequency	Duration	Location
_____	<i>Description: Three types of delivery are available as part of this drop down - Individual, Group, and Consult. Only one type of delivery model can be chosen for each row.</i>	<i>DE Admin Code §925.20.1.7 The regulation requires that the projected date for the beginning of services, and frequency, duration and location are included.</i>	_____	_____	_____
_____	Individual	_____	_____	_____	_____
_____	Individual	_____	_____	_____	_____
_____	Individual	_____	_____	_____	_____
_____	Individual	_____	_____	_____	_____
_____	Individual	_____	_____	_____	_____
_____	Individual	_____	_____	_____	_____
_____	Individual	_____	_____	_____	_____
_____	Individual	_____	_____	_____	_____

Name: _____ Date: _____

Transportation *DE Admin Code §922.7.3*

Special transportation needs? If yes, specify: _____	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Is it necessary to place this student, who is transported from the school by bus into the charge of a parent or other authorized responsible person? If so, Transportation Department will be notified by: _____	YES <input type="checkbox"/>	NO <input type="checkbox"/>

Participation in Statewide Assessment

<input type="checkbox"/>	Student will participate in regular testing conditions without accommodations unless one of the below is checked.
<input type="checkbox"/>	Student participates with accommodations as documented on the attached Student Accommodation Checklist.
<input type="checkbox"/>	Student is included in Alternate Assessment. The Participation Guidelines form is attached and #500 is filled in on the Student Accommodation Checklist.
<input type="checkbox"/>	Student is not in a grade that is assessed.

Discipline

The student will adhere to School Code of Conduct. (Check below if any of the following are needed):	
<input type="checkbox"/>	Interventions and supports are described under services/supports and/or in goals.
<input type="checkbox"/>	Behavior intervention and support plan (see attached).
<input type="checkbox"/>	Other: _____

Participation in Twelve-Month Program

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Applicable
By State Law [14 Del.C. §1703], parents of students with certain disability classifications may choose a 12-month program which does not exceed 217 school days (Severe Mental Disability; Trainable Mental Disability; Orthopedic Impairment; Traumatic Brain Injury; Deaf-Blind) or 241 school days (Autism). As a parent of a qualifying student, I choose a 12-month program.		

Consideration of Eligibility for Extended School Year Services (ESY)

IEP team must consider each of the following factors:					
• Regression / Recoupment	• Vocational Skills	• Degree of Impairment			
• Breakthrough Skills	• Extenuating Circumstances				
Is ESY needed?					
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> To Be Determined			
<input type="checkbox"/> ESY offered, but declined by parent					
Rationale for decision: _____					
Specify goals and services: _____					
<input type="checkbox"/> See attached page (if needed)					
Services	Type	Start/End Date	Frequency	Duration	Location
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Name: _____ Date: _____

Least Restrictive Environment/Placement

A student with a disability shall not be removed from education in age appropriate regular classes solely because of needed modifications in general education curriculum. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

DE Admin Code §923.14.2

Use the option below to determine the appropriate setting.

<input type="checkbox"/>	A.	Regular Setting Includes pull-out related services and team classrooms. Student served inside the regular classroom greater than or equal to 80% of the day.
<input type="checkbox"/>	B.	Services Provided Both in Separate Special Education Classes and Regular Setting Student served inside the regular classroom greater than or equal to 40% of the day and no more than 79% of the day.
<input type="checkbox"/>	C.	Separate Special Education in an Integrated Setting Student served inside the regular classroom less than 40% of the day.
<input type="checkbox"/>	D.	Separate School Student served in public or private separate day school facility for greater than 50% of the school day or a residential facility if student does not live at the facility.
<input type="checkbox"/>	E.	Residential Facility where student resides during the school week.
<input type="checkbox"/>	F.	Homebound or Hospital
<input type="checkbox"/>	G.	Correctional Facilities (only used by DSCYF and Prison Education) Students placed in short-term detention or correctional facilities.

An explanation must be provided about the extent, if any, to which the child will not participate with nondisabled children in the regular class.

DE Admin Code §925.20.1.5

Description:

Student Parent Signatures

<input type="checkbox"/> Yes	<input type="checkbox"/> No	I acknowledge that I have received a copy of the Procedural Safeguards. My due process rights under those Procedural Safeguards have been explained to me.
<input type="checkbox"/> Yes	<input type="checkbox"/> No	I agree with the program described in this document.
<input type="checkbox"/> Yes	<input type="checkbox"/> No	I agree with the placement decision as noted above and discussed at this meeting.
<input type="checkbox"/> Yes	<input type="checkbox"/> N/A	At least one year before the age of majority (18), student has been informed that rights will transfer to him/her unless a legal guardian has been appointed.

Parent/ Student Signature

Date

Parent/ Student Signature

Date

If Parent Does Not Attend

Staff member below is responsible for forwarding a copy of the IEP and Procedural Safeguards and explaining content, if necessary to the Parent.

Name _____ Position _____ Method of Contact _____

DRAFT