

PA Community on Transition

# Secondary Transition: Making the Connections to Address the Whole Student



Pennsylvania Training and Technical Assistance Network

# Utilization and functionality of the Summary of Academic Achievement and Functional Performance (SAAFP)



## IDEA 2004 Requirement: Summary of Academic Achievement and Functional Performance

*“For a child whose eligibility under special education terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility, the local education agency shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals.”*

300.305 (e)(2)(3)

# The SAAFP should:

- Be useful and relevant
- Summarize individual student abilities, skills, needs and limitations
- Provide recommendations to support successful transition to adult living, learning and working



# The SAAFP should:

- Be designed to assist the student in identifying supports in postsecondary settings, the workplace, and the community.
- Help the student better understand the impact of his/her disability and articulate individual strengths and needs as well as supports that would be helpful in post-school life

# SAAFP

- The SAAFP should be completed during the final year of a student's high school education (Within 60 days of issuance of the NOREP).
- The completion of the SAAFP may require the input from a number of individuals including the student, parent, special education teacher, regular education teacher, school psychologist, related services personnel or agency representatives.

*Remember when completing the SAAFP that the services and accommodations a student is entitled to receive in high school are not the same as those provided in post secondary settings.*

*(Eligibility vs. Entitlement)*

# SAAFP Part 2: Academic Achievement

- A. Reading
- B. Math
- C. Language
- D. Learning Skills





# SAAFP Part 3: Functional Performance

- A. Career/Vocational
- B. Social Skills and Behavior
- C. Independent Living Skills
- D. Additional Important Considerations



# SAAFP Part 3: Student Postsecondary Goal(s)

- Post-Secondary Education/Training; or
- Employment; or Both...and
- If appropriate, Independent Living
  - Residential
  - Participation
  - Recreation/Leisure

# Part 4: Student Perspective (Optional)

Please answer the following questions based upon your high school experiences:

- In the past, what supports have been tried by teachers or by you to help you succeed in school (e.g., aids, adaptive equipment, physical accommodations, other services)?
- Which of these accommodations and supports has worked best for you?
- What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?

# *SAAFP: Implications for Practice*

- *Develop a process(checklist) that includes:*
  - *Designation of responsibilities*
  - *Gathering information*
  - *Summarizing information*
  - *Process for distribution*
  - *Documentation of distribution*
  - *Timelines for completion of tasks*