



# Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

To: Special Education Directors/Coordinators

From: Dr. Nancy Holsapple, Director of Special Education

Date: May 7, 2021

Subject: Transition Portfolio Updates

As students have begun working toward the requirements for Graduation Pathways and the Certificate of Completion, there has been discussion in the field regarding: (1) whether the transition portfolio may be used to meet the requirements of the summary of performance; and (2) whether completion of a transition portfolio is a requirement for all students with IEPs.

The summary of performance is required by both Article 7 and the Individuals with Disabilities Education Act (20 USC §1414(c); 34 CFR §300.305(e)). Pursuant to 511 IAC 7-43-7, a public agency must provide a summary of the student's academic achievement and functional performance when a student is graduating with a high school diploma, leaving high school with a certificate of completion, or exceeding the age of eligibility for special education and related services under Article 7. **At this time, completion of a transition portfolio may not be used in lieu of the requirement to complete a summary of performance.**

Transition portfolios are a required component of the Certificate of Completion course of study. The guidance set within the Transition Portfolio Guidance document serves to explain to teachers what is needed to fulfill those requirements. Moreover, transition portfolios may be used to demonstrate employability skills satisfying those requirements for Graduation Pathways. **To clarify, while transition portfolios may be developed for any student with an IEP, it is a requirement only for those students working toward a Certificate of Completion.**

There are many in the field who are excited about how portfolios will assist students moving forward as a tool which will bridge the gap between high school and adult life. Adult service providers believe the portfolio will assist individuals with disabilities in being able to receive more specialized training to enable them to gain employment within competitive, integrated settings, as it will be more clear where students' strengths and needs are moving beyond high school.

Please contact [Michelle Oja](#) or [Traci Hackleman](#) with any questions or concerns.