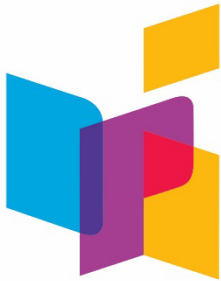


# SECONDARY TRANSITION: TIPS FOR COMPLIANCE TO INDICATOR 13



NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**



Revised Winter 2024

## North Dakota Department of Public Instruction/Office of Special Education

### Secondary Transition Requirements: *Tips for Compliance to Indicator 13*

**Indicator 13: What is it?** The Individuals with Disabilities Education Act (IDEA) was reauthorized on December 3, 2004, and its provisions became effective on July 1, 2005. In conjunction with the reauthorization, the US Department of Education, through the Office of Special Education Programs (OSEP), required states to develop six-year State Performance Plans (SPP). The SPP includes indicators that measure child and family outcomes and other indicators that measure compliance with the requirements of the IDEA. Indicator 13 is a compliance indicator that relates to transition plans for students.

#### **Current Measurement Language for Indicator 13**

"Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable post-secondary 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 post-secondary 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 that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment 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."

[20 U.S.C. 1416 (a)(3)(B)]

#### **Who is the intended audience for "Secondary Transition Requirements: Tips for Compliance to Indicator 13"?**

The *Tips for Compliance to Indicator 13* are designed to be used primarily by those who write IEPs for transition-aged students.

#### **How are the *Tips for Compliance to Indicator 13* organized?**

The *Tips for Compliance to Indicator 13* follow the North Dakota Indicator 13 Checklist, which was adapted from the checklist created by the National Secondary Transition Technical Assistance Center (NSTTAC). The ND Indicator 13 Checklist is available on the NDDPI website.

The *Tips for Compliance to Indicator 13* are organized to be easily printed/copied front to back. The sections for questions 1, 3, 4, 5, 6, and 8 **list bulleted key points that highlight guidance for practitioners that will assure compliance** and lead toward writing appropriate transition plans for students with disabilities to increase the odds for positive post-secondary outcomes. The examples model compliance and lead to best practice. Questions 2 and 7 define compliance.

## QUESTION 1

Are there appropriate measurable post-secondary goal(s) that cover education or training, employment, and, as needed, independent living?

### KEY POINTS

- Measurable Postsecondary Goals (MPSGs) are required in Education/Training, and Employment. Based on the student's individual needs and the student's plans after leaving high school, it may be reasonable for an IEP team to interpret the areas of education and training as overlapping in developing post-secondary goals for a student. If a student's MPSGs in training and education address both training for a career and other education after high school (e.g., enrollment in any post-secondary program that includes both education and training: teachers, doctors, lawyers, accountants, mechanics, computer programmers, etc.) then the goal can be combined.
- Employment is a distinct activity from training and education, and each student's IEP must include a separate MPSG in the area of employment.
- A MPSG for Independent Living Skills is optional. Determination of whether to include a MPSG for independent living skills is a decision of the IEP team, taking into account the student's present level of academic achievement and functional performance; the student's strengths, preferences, and interests, and the environment the student will be moving into when they exit school.
- Information from current transition assessments should be used to develop MPSGs. **When no MPSG for independent living skills is necessary, leave that area blank** because TIENET automatically populates the MPSGs to the Transition Services section on the T-3 page. Do not write N/A in the independent living goal section.
- Measurable post-secondary goals **must** be measurable. Determine if the MPSG can be counted or measured.
- The MPSG must occur **AFTER** the student graduates or exits school.
- Based on the information available, the MPSGs should seem appropriate for the student.

**An IEP that is compliant in the area of MPSGs will meet the following criteria:**

- There is an MPSG for Education/Training, and Employment. (Note: It is permissible to combine education and training into one MPSG).
- An Independent Living Skills goal is optional. When included in the IEP there should be identified needs in the present level.
- Each post-secondary goal must be measurable.
- The MPSG must occur **AFTER** the student graduates or exits school.

Note:

- Measurable Postsecondary Goals in Education/Training should explain how the student will learn to perform the job that they identified in under employment
- Measurable Postsecondary Goals in Employment should answer, “What job will the student perform after high school?”
- A Transition program for 18–21-year-olds is considered part of the public education's continuum of services that provide a free appropriate public education (FAPE) to students with disabilities. The MPSG **must address what will occur after completing the 18–21-year-old transition program** for those students.
- The phrase “After high school, I will” is prepopulated in the Measurable Postsecondary Goals section of the IEP in Tienet. Complete the statement by identifying what education/training and employment the student will complete after exiting high school. This will clarify that the MPSG is post-secondary and identifies that it will occur after the student exits the public school system.
- To write a MPSG, use the findings from transition assessments conducted with the student. The MPSG should state succinctly what the student will do. The MPSG should be written as "will attend", "will work", etc." MPSGs using ambiguous verbs/verb phrases such as "wishes", "would like to" or "wants to" are not measurable outcomes and therefore will not meet compliance.
- The MPSG must state an outcome and not an activity or process. MPSGs with verbs like "pursues", "continues", "learns", describe processes, not outcomes. "Applying to a college" or "seeking employment" are not considered measurable post-secondary outcomes; therefore, they too will not meet compliance. Think about the MSPG as observable. Is the MPSG written in a way that would allow a viewer to ‘see’ it occurring?

## QUESTION 1

Are there appropriate measurable post-secondary goal(s) that cover education or training, employment, and, as needed, independent living?

EXAMPLES
<b>MPSG: EDUCATION/TRAINING</b>
After high school, Sarah <b>will participate</b> in on-the-job training at Closer Animal Clinic.
After high school, Tom <b>will attend</b> a four-year college for business management.
After high school, Dennis <b>will attend</b> a community-based employment program.
<b>MPSG: EMPLOYMENT</b>
After attending a two-year college, Jane <b>will work</b> as a licensed Day Care Provider.
Following graduation, Tina <b>will have</b> volunteer positions in the community with support from the Center Adult Services Agency.
Following high school, Paul <b>will work</b> at the local hospital with a job coach.
<b>MPSG: INDEPENDENT LIVING SKILLS</b>
After completion of the Transition Program, Jackie <b>will prepare</b> for each day by dressing and feeding herself with assistance.
After graduating from high school, Devon <b>will live</b> semi-independently with a roommate in an assisted living environment and <b>utilize</b> the public transportation to access his community.
After graduation, Bob <b>will live</b> at home and participate to the maximum extent possible in his daily routines (e.g. feeding, dressing, bathing, etc.) through use of technology.

## QUESTION 2

### Are the post-secondary goals updated annually?

**An IEP that is compliant in the area of annually updating measurable post-secondary goals will meet the following criteria:**

- The IEP must be current and have MPSGs for Education/Training, Employment, and, as needed, Independent Living Skills.
- If this is the student's first IEP that addresses secondary transition services, it is considered an update to meet the requirement. If this is the student's first transition IEP, this item is marked compliant.

Note:

- If a) the IEP was reviewed within 12 months of the previous IEP, b) the purpose of the meeting was to consider the child's postsecondary goals and the transition services needed to assist the child to reach those goals, and c) measurable postsecondary goals are in the IEP, this requirement will be reviewed as compliant.
- If current IEP information indicates that the student's preferences and interests have changed since the last IEP, then MPSGs should be updated to reflect those changes. If the MPSGs do not reflect these changes, this requirement will be reviewed as noncompliant. When MPSGs from the previous year's IEP have not changed and have been copied/pasted into the current IEP, a statement that the MPSGs continue to be current and appropriate should be included.

### QUESTION 3

#### Is there evidence that the measurable post-secondary goals were based on age-appropriate transition assessment?

The Division on Career Development and Transition (DCDT) of the Council for Exceptional Children defines transition assessment as an "**ongoing** process of collecting data on the individual's needs, preferences, and interests as they relate to the demand of current and future working, educational, living, and personal and social environments. Age-appropriate means a student's chronological age, rather than developmental age."

**Current** and **ongoing** transition assessment information is the foundation for the entire IEP for students of transition age. Transition assessment information leads to the development of the student's MPSGs, their courses of study, transition services (coordinated set of activities), annual goals, and agency linkages. Zunker and Osborn (2006) remind us that the most important reason for conducting transition assessments is to help students learn about themselves, so they are better prepared to take an active role in making decisions about their future.

#### KEY POINTS:

- MPSGs must be based upon "age appropriate transition assessment". The student's MPSGs – what they will do and where they will go following high school – should drive the IEP discussions, planning, and decisions for students of transition age. Providing students with **ongoing**, age-appropriate transition assessments helps them identify their preferences and interests that translate into post-secondary goals for education, training, employment, and independent living. The purpose of transition assessment is to assist students, families, and professionals in making transition planning decisions for student success in post-secondary environments.
- While there is no clear requirement on what or how to conduct age-appropriate transition assessments, it would be best practice to use some combination of the following types: Paper and pencil tests, structured student and family interviews, community or work-based assessments (situational), and curriculum-based assessments. These assessments or procedures come in two general formats-formal and informal. Informal measures may include interviews or questionnaires, direct observations, anecdotal records, environmental or situational analysis, curriculum-based assessments, interest inventories, preference assessments, and transition planning inventories. Formal measures include adaptive behavior and independent living assessments, aptitude tests, interest assessments, intelligence tests, achievement tests, personality or preference tests, career development measures, on-the-job or training evaluations, and measures of self-determination.

- The North Dakota Transition Assessment Matrix tool was developed by the ND Secondary Transition Community of Practice to assist teams in identifying transition assessments to provide information about the student's strengths and needs as they relate to the post-secondary goals. To obtain a copy of the North Dakota Transition Assessment Matrix, one can call the Office of Specially Designed Services at NDDPI (701)-328-2277.
- When the assessment impacts a student's eligibility for special education and related services or changes those services, it is an evaluation under IDEA and requires parental consent. If an assessment is administered to gather ongoing data on the student's strengths, interests, and needs to determine post-secondary goals and transition services, parental consent is not required.
- The information from the results of the transition assessments should be documented in the Present Level of Academic Achievement and Functional Performance/Transition Domain areas on the TIENET Transition IEP form. The name of the assessment(s) used and the date the assessment(s) was given or reviewed can be included in the PLAAFP/Transition Domain areas or following the phrase "By What Method was the Information Obtained".
- Transition Assessment information should be **collected** and **updated regularly**.

**An IEP that is compliant in the area of transition assessment will meet the following criteria:**

- For each MPSG, there must be evidence that at least one age-appropriate transition assessment was used to gather and provide information on the student's needs, strengths, preferences, and interests regarding the post-secondary goals.
- There must be evidence that transition assessment was completed or considered before developing the current IEP.
- At least one **specific** transition assessment tool must be listed to meet compliance. **A parent/student interview alone is not sufficient to meet compliance.** Best practice would be to have multiple transition assessments administered over time and/or annual review of existing assessment information.
- A student's strengths, interests, preferences, and needs must be considered and documented. Information can be gathered via the situational, task, or environmental assessment for students with more significant support needs.



- The information gathered on student strengths, interests, preferences, and needs was obtained from age-appropriate transition assessments. Although the most common place to include age-appropriate transition assessment information is in the transition section of the Present Levels of Academic Achievement and Functional Performance (PLAAFP), information may also be included in the upper section of the PLAAFP, in meeting notes or in the Integrated Written Assessment Report that was written in the current IEP year.
- Information is **added** or **revised** related to age-appropriate transition assessments that indicate the assessment was conducted or reviewed annually. What growth has the student had or what areas need to be addressed as identified through the age-appropriate transition assessment? Copying and pasting **the same or very similar** transition assessment information from year to year will be marked **noncompliant**.

### QUESTION 3

Is there evidence that the measurable post-secondary goals were based on age-appropriate transition assessment?

<p style="text-align: center;"><b>EXAMPLE</b> <b>(Using information obtained from the assessments in the Present Level Transition Domain sections of the IEP)</b></p>
<p>Student Example 1</p> <ul style="list-style-type: none"><li>• Transition Planning Inventory, Case Manager, updated 4/2023</li><li>• Review of MAP Testing, School Counselor 3/9/23</li><li>• Casey Life Skills Inventory 9/6/22</li><li>• Informal Student Transition Checklist 10/7/22</li></ul> <p>Assessments indicated that Jayden has adequate and age-appropriate independent living, career awareness, and community skills. Jayden is interested in a job where she can work with children.</p> <p>Jayden will attend a Community college for Child Development and eventually obtain a Day Care Provider Licensure. Her <i>MAPs</i> scores indicate math is an area of need, but other academic skills are at grade level. The Transition Planning Inventory showed Jayden does well participating in family activities and completing chores at home. Still, she did not fare well with following directions and staying on-task with math activities. According to the Casey Life Skills Inventory, Jayden identified that she would like to live alone in an apartment or a dormitory. She knows the importance of working within a budget and paying charges to a credit card. Jayden reported difficulty receiving feedback and guidance in school and work settings. She is unsure how to complete a job application and is nervous about participating in job interviews. She is in the process of getting her driver's license.</p>
<p>Student Example 2</p> <ul style="list-style-type: none"><li>• <i>Self-Directed Search Form-R 2023</i></li><li>• <i>Career Interest Inventory 2023</i></li><li>• <i>Work Adjustment Inventory 2022</i></li><li>• <i>A summary of the student's current psychological report 2022</i></li></ul> <p>Tom scored in the High Range for Educational Service, Health Service, and Mathematics and Science on the Career Interest Survey. On the <i>Self-Directed Search Form-R</i>, his score profile matched that for Social, Artistic, and Enterprising (SAE), which matches a high school teacher. Given his previous work history, Tom also took the <i>Work Adjustment Inventory</i> and scored high on the Activity, Empathy, and Adaptability scales and low on Assertiveness. The score patterns suggest a preference for jobs that keep him active, work with co-workers who appreciate his empathy for others, and adapt to changes in routine and settings. <i>Conversely, his low score suggests that he may have difficulty asserting himself in some work situations.</i></p>
<p>For additional student examples and TIENET IEP examples, please refer to the North Dakota Department of Public Instruction website under the Special Education tab and Secondary Transition. or the National Technical Assistance Center on Transition the Collaborative (<a href="#">NTACT:C</a>) website</p>

## QUESTION 4

**Are there transition services (T.3 page in TIENET) in the IEP that will reasonably enable the student to meet their post-secondary goals?**

The term "transition services" means a coordinated set of activities for a student with a disability that is designed to be within a results-oriented process focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities. Transition services are based on the individual student's needs considering the student's strengths, preferences, and interests.

### KEY POINTS:

- The transition services activities **must occur during the current IEP year** and should be aligned with and assist the student in achieving their MPSGs. Transition services include the activities (actions/steps/strategies) under each of the following areas: *instruction, related services, community experiences, employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation.*
- The activities/action steps should identify what needs to occur **during the current IEP year**, designate the responsibilities of each party, include timelines, and reflect the coordination and efforts of all parties (school, the student, the family, other agencies, and post-school programs, services, and supports). Coordinated planning, linkages with other agencies, and multiple supports for students are researched predictors of post-school success (Test et al. 2009). Therefore, this type of planning must occur early, identify what needs to happen, and involve everyone who may benefit the student.
- The idea is that beginning at age 16, a long-range plan for post-school adult life would be developed. Planning requires that the IEP actively involve the student, family, and representatives from the post-school services, supports, or programs necessary for the student to be successful when they exit. There should be a direct relationship between the student's desired MPSGs, what the student will be taking in school, and this long-range plan for post-school adult life. It is clear that if students are to be successful post-school, the school cannot create a plan without a coordinated set of activities between the school, the student, the family, and the necessary post-school services, supports, or programs.

**An IEP that is compliant in the area of transition services will meet the following criteria:**

- Transition services are specific and individualized for the student. They answer the question, "What are the unique needs for this student with disabilities that must be addressed during the **current IEP year** to help him/her reach the MPSGs and result in a coordinated plan that will help the student achieve those goals?" **The services listed should not include what every graduating senior receives.** At least one transition service that will occur during the current IEP year should be identified under Education/Training, under Employment, and under Independent Living Skills if there is an MPSG in the Independent Living Skills area.
- A school may facilitate the linkage and referrals to an adult agency; however, the school may not commit another agency to provide services without the involvement and approval of that agency.
- Transition services may include but are not limited to: Job Exploration Counseling (vocational assessments, career speakers, job shadowing); Work-Based Learning (school-based work experiences, work-site tours, paid employment, volunteering); Counseling on post-secondary education programs (college and career exploration, college affordability planning, post-secondary application/admission process); Work Place Readiness Training (financial literacy, mobility/transportation skills, problem solving/critical thinking); Self-Advocacy (requesting/using accommodations, disability disclosure, goal setting/attainment). More transition services examples can be found in the *Coordinated Set of Needed Activities/Strategies Examples for T-3 of the Transition IEP* on the NDDPI website.

**Note:**

The TieNet IEP form instructs that five required areas be considered when planning transition services: instruction, related services, community experiences, employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. Every student may not need a transition service that reflects each of those areas, but the IEP team should consider each area.

Consider sharing progress made relating to the student's transition services by providing documentation relating to the student's transition services (T-3 page) on the student's progress report.

## QUESTION 4

**Are there transition services in the IEP that will reasonably enable the student to meet his or her post-secondary goals?**

### T-3 Transition Services

#### Strategies and Activities Needed to Assist the Student in Reaching Post-secondary Goals

Education/Training:

Goal: After high school graduation Jayden will attend a two-year technical college.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
Research the eligibility requirements and services provided by the college disability services center	School counselor	4/17/23 through 4/16/24	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction and modeling in how to advocate for learning needs in college	Special Education teacher	4/17/23 through 4/16/24	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research how to locate transportation resources	Special Education Teacher	January 2024	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employment:

Goal: After high school graduation Jayden will be employed part-time as a Day-Care Assistant

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
Work experiences in two community Day Care Centers	Transition Coordinator	11/3/23 through 3/20/23	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities to learn and practice conflict resolution skills	School Psychologist during weekly anger management group	4/17/23 through 12/17/23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct instruction in real world application of practical math skills	Consumer Math Teacher in consultation with Special Education Teacher	By end of first semester 12/20/23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## QUESTION 5

### **Do the Transition services (T.2 page in TIENET) include course of study that will reasonably enable the student to meet their post-secondary goals?**

Once the MPSGs have been developed and the present levels of academic achievement and functional performance discussed, the team should have an understanding of the student's vision for the future. The purpose of this requirement (Course of Study) is to identify courses and educational experiences that will lead to both graduation and the student's desired post-school goals.

#### **KEY POINTS:**

- All anticipated coursework for the remaining high school years will be identified as completely as possible. For a ninth-grade student, the IEP team will enter its best estimate of anticipated coursework for grades 9-12. For a junior, the team will enter anticipated coursework for both eleventh and twelfth grades, and so on. The number of credits a student has already earned should be up to date and incorporated into each annual IEP.
- The information is reviewed and updated each year as changes are made, and the student's post-secondary plans become more refined. The documentation of credits earned by the student **should equal or exceed** the number of credits required for graduation.
- The IEP team should see a correlation between the post-secondary goals and the course of study. For example, if a student expresses interest in employment in a post-secondary program that will require a liberal arts focus, the curriculum for high school should identify those classes needed to enter a liberal arts program.
- When the regular curriculum offerings are inappropriate for a student, individualized programming may be designed through an individual education planning process. Specific course offerings should address the unique needs of each individual student. Under such circumstances, the Functional and Community-Based Curriculum (Applied Topics) may be appropriate. This curriculum is designed mainly for students who participate in the North Dakota Alternate Assessment and is most suitable for those students with the most significant cognitive disabilities.
- Focusing on the course of study as described above promotes the concept that high school program focuses on post-school results. Consequently, the courses may be more meaningful to the student and, at the same time, may motivate the student to complete their education.
- Optional high school curriculum: If, after completing at least two years of high school, a student has failed to pass at least one-half unit from the minimum requirements required to obtain a high school diploma or has a grade point average at or below the twenty-fifth percentile of other students in the district who

are enrolled in the same grade, the student may request to pursue the optional high school curriculum, which allows the student to graduate with 21 credits. This should be noted on the T.2 page.

- Option 2 for graduation: If approved by the board of a school district or nonpublic school, a school district or nonpublic school may develop eligibility criteria or programmatic requirements to allow a passing score on the relevant portions of the GED assessment to receive credit for the corresponding graduation requirements. Option 2 students are NOT attending or enrolled in Adult Learning Centers, nor are they working towards a GED. GED courses should be noted on the Course of Study page.

**An IEP that is compliant in the area of the course of study will meet the following criteria:**

- The course of study is a multi-year description of coursework that includes credit recovery courses taken to achieve the student's desired post-school goals from the student's current to anticipated exit year.
- The course of study includes an aligned set of courses that will enable the student to meet their identified post-secondary goals. The number of required credits for graduation should be identified, and credits earned should be clear and up to date.

It is recommended that the course of study stand up to the "Stranger test" – is the course of study clear and transferable to another school? In other words, could another school district build a schedule based on this information?

**Note:**

The TieNet IEP allows for the revision of the course of study annually as student preferences and academic needs change. TieNet includes a feature in the course of study where earned credits are annually and automatically tallied to prevent unforeseen credit shortages that may delay graduation. Therefore, it is necessary that the "credits to be earned" and "the credits earned" columns of the course of study are completed and up to date at each annual IEP.





## QUESTION 5

**Do the transition services include courses of study that will reasonably enable the student to meet his or her post-secondary goals?**

### EXAMPLE

**T-2 Course of Study for student preparing to be a Day Care Provider**

School Year	Grade Level	List Courses and educational Experiences to be taken each year	Credits to be earned	Credits Earned	Total Credits Earned
2020-21	Ninth grade	Physical Science (1) General Math (1) English I (0) Global Studies (1) Keyboarding (1/2) Foods (1/2) PE (1)	6	5	5
2021-22	Tenth grade	Biology (1) Composition (1) English I-credit recovery (1) Algebra (1) Keyboarding (1/2) World History (1) PE (1/2)	6	6	11
2022-23	Eleventh grade	US History (1) American Literature (1) Consumer Math (1) Consumer Science (1) Work Experience (1) Art I (1/2) Child Development (1/2)	6	6	17
2023-24	Twelfth grade	Government (1/2) Economics (1/2) British Literature (1/2) Speech (1/2) Work Experience (2) Child Psych. (1) Health (1/2) Career & Tech (1/2)	6		
18-21					

Total Number of credits required by this district for graduation:  ▼

Anticipated month and year of graduation:  ▼  ▼

Will this student exit secondary school with fewer credits than required of all students by the district?  Yes  No

## QUESTION 6

### Are there annual IEP goals related to the student's transition service needs?

Annual goals are statements that describe what a student with a disability can reasonably be expected to accomplish (e.g., master a specific skill or knowledge, not an activity) within twelve months in the student's education program.

For each MPSG in the student's IEP, there must be at least one annual goal in the IEP that will help the student make progress toward their stated measurable postsecondary goal. One annual goal may link to more than one MPSG.

#### KEY POINTS:

- The IEP should include annual goals that state what the student will do or learn within the next IEP year that relate to the student's transition services needs (identified in T-3 section of the IEP) and will move the student toward achieving their post-secondary goals (MPSGs).

#### An IEP that is compliant in the area of annual goals will meet the following criteria:

- For each MPSG there is an annual goal in the IEP related to the MPSG/transition service needs. **One annual goal may link to more than one measurable post-secondary goal.**

## QUESTION 6

Are there annual IEP goals related to the student's transition service needs?

### EXAMPLES Annual Goals

To improve conflict resolution skills in school and daily life activities, Jayden will be given direct instruction to model the eight steps of conflict resolution with 100% accuracy for four consecutive trials by 12/12/24.

Given direct instruction with oral expression, Alex will present information to the class earning a "meets expectations" or better on teacher rubrics for 3 out of 4 attempts for 5 consecutive attempts by 12/12/24.

Given manipulatives and explicit instruction on completing payments using the dollar-up strategy, Lilly will complete 8 out of 10 math problems in 4 out of 5 trials by 5/4/25.

Given direct instruction and guided practice for completing a job application, Allison will complete a job application with 100% accuracy by the end of the 4<sup>th</sup> quarter of the current school year.

## QUESTION 7

Is there evidence that the student was invited to the IEP team meeting where transition services were discussed?

**There should be a Student Notice of Meeting or other form of invitation for student to attend their IEP meeting.**

The legislative intent of the Individuals with Disabilities Education Act (IDEA) is to encourage student involvement in the educational decision-making process, particularly in transition planning. The IEP must focus on the student's preferences, interests, needs, and strengths. All students, regardless of age or disability, can be involved in the development of their own IEP.

### **KEY POINTS:**

- Although attendance and participation are not required, a student invitation is required. All students need to be a part of their IEP meetings after being provided with direct instruction, accommodations, and opportunities to practice or role-play their participation.
- Students who participate in their IEP meetings often know more about their disability, rights, goals, and accommodations. Through this participation, they have the opportunity to practice many skills that will help facilitate their independence, their ability to overcome obstacles, and their ability to lead more self-determined lives.
- Student participation in the IEP meeting is a great way to build self-advocacy skills.

**An IEP that is compliant in the area of student invitation will meet the following criteria:**

- Documented evidence in the student TIENET file that the student was invited to participate in their IEP Team meeting before the day of the meeting. (Creation date must coincide or be before the date on the Notice of Meeting.) An invitation can be provided through:
  - Student Notice of Meeting form
  - Notice of Meeting addressed specifically to the student (may be co-addressed with parents)
  - An uploaded copy of a separate invitation to the student
  - Meeting Notes in the file that documents the student was verbally invited before the IEP meeting date is compliant. (Meeting Notes in the file indicating that the student was verbally invited to the meeting on the same date as the meeting would not document an adequate invitation.)

Note: Including the student's name on the list of who will be invited on the Notice of Meeting form or the student's name listed on the cover page of the IEP as a team member does not constitute an invitation to the student.

## Question 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 written consent of the parent or student who has reached the age of majority?

The Request to Invite Outside Agency Reps to the IEP meeting has been created or updated from the year before? Did the agency personnel attend the most recent IEP meeting? Follow the guidance below to score this item.

### KEY POINTS:

- An adult agency representative is only required to be invited to the IEP meeting when that agency is likely to provide and/or pay for transition services within the next year. You may choose, with parental permission, to invite agency representatives earlier in the planning process.
- Schools can actively facilitate linkages to the appropriate outside adult service agencies. Establishing those linkages could be an appropriate transition service. Linkages can be facilitated effectively outside of the IEP meeting. Work with your local agency partners to develop relationships and strategies for their participation in the IEP planning process.

An IEP that is compliant in the area of agency invitation and parental consent will meet the following criteria:

- Evidence can be found in the student file that parents' **written** permission or the student's written consent if the student has reached the age of majority was obtained **before extending an invitation** to an outside agency representative to attend the IEP meeting.
- Evidence can be found that the agencies where parental (or students who have reached the age of majority) consent was obtained were invited to the IEP meeting.
  - Exception: If an agency has a custodial role with the student, parental consent to invite the agency is not required.

Note:

Evidence that this area is compliant will be determined by reviewing the student's TieNet file for parental or student consent **and the** IEP list of attendees.