



Transition IEP Workshop

Fall 2022

- 
- WHAT DOES A
QUALITY
TRANSITION
PLAN LOOK
LIKE?

What We Know About Transition

Quality Programs Predict Better Outcomes:

Families make a difference

Student-directed planning & self-determination are critical

Transition-focused curriculum & instruction will keep students engaged

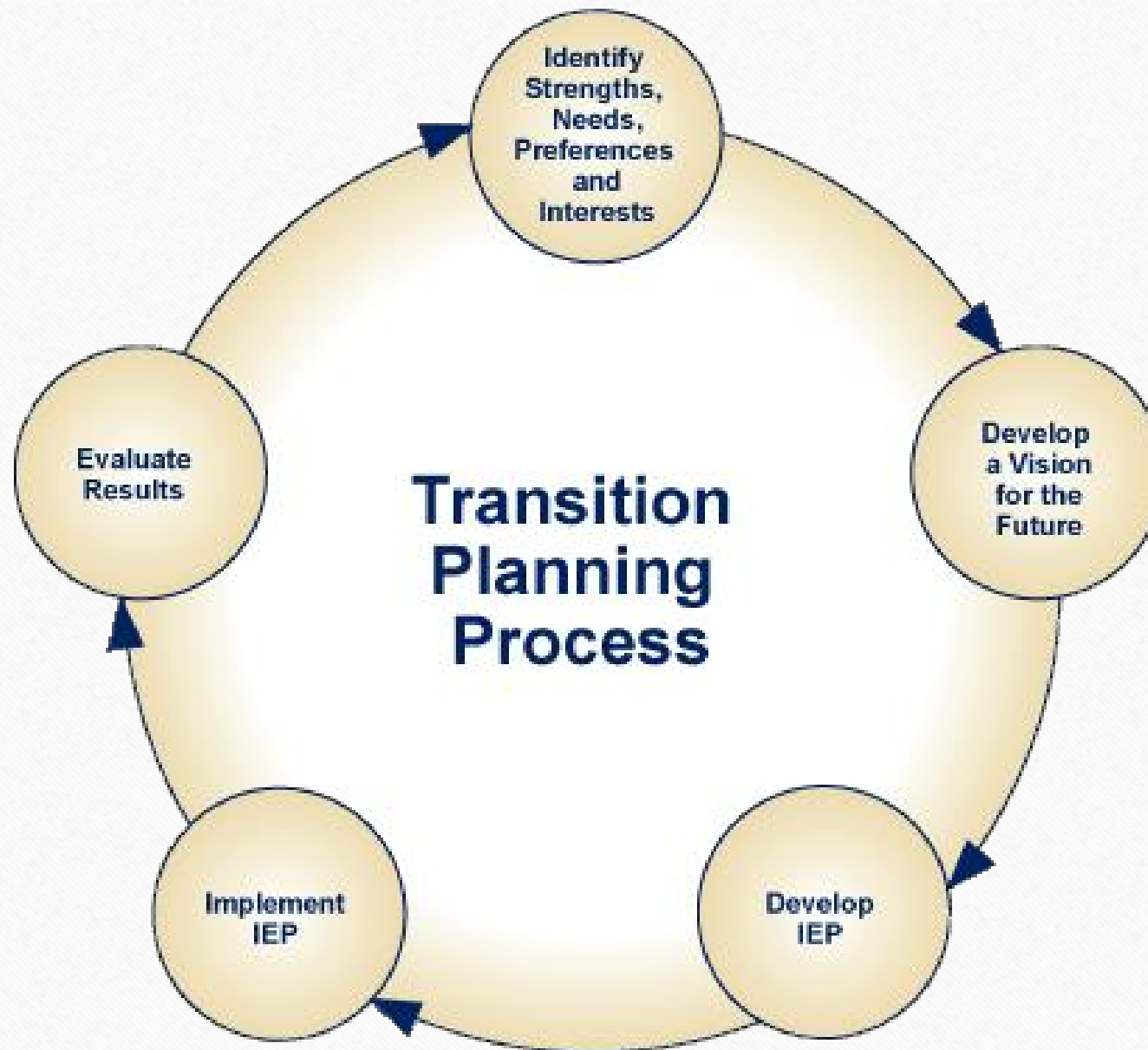
Interagency collaboration is a must



Evidence-based practices lead to improved student skills



Compliance alone will not improve outcomes



PREDICTORS OF POST-SCHOOL SUCCESS

NTACT
THE COLLABORATIVE

National Technical
Assistance Center
on Transition

<https://transitionta.org/>

Positive Post-School Outcomes



In-School Predictors of
Post-School Success



School,
District,
& State
Level

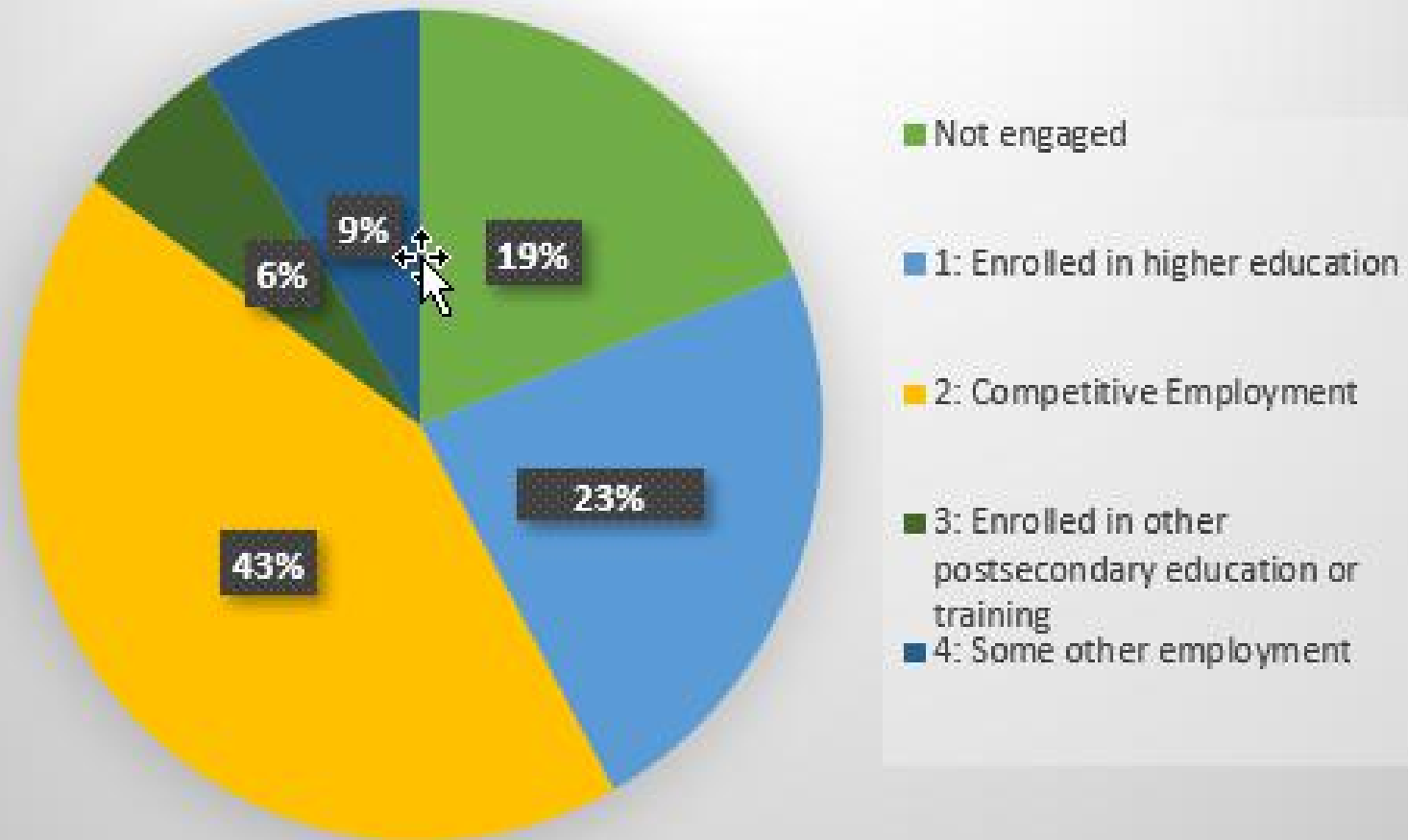


Evidence-Based
Practices

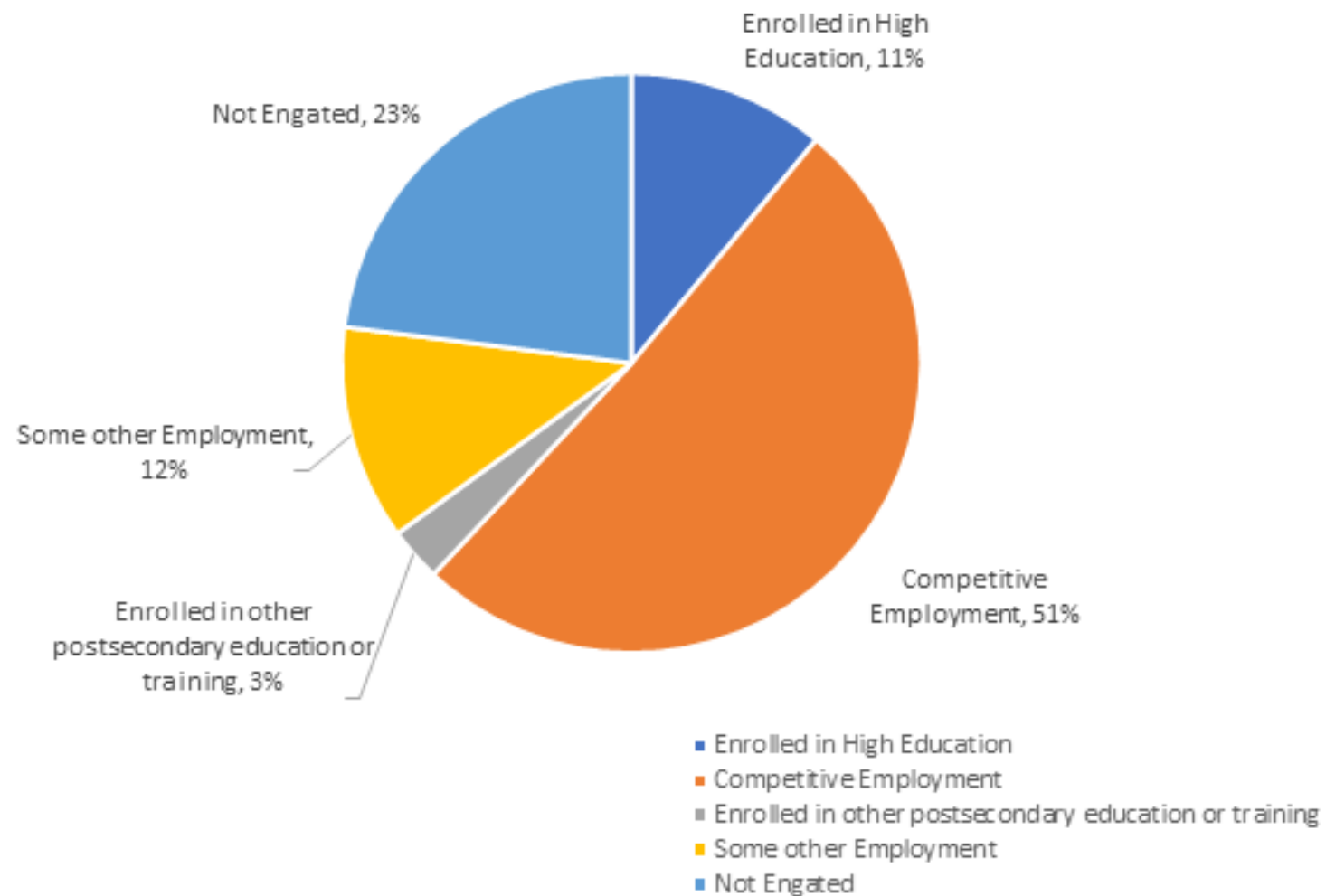


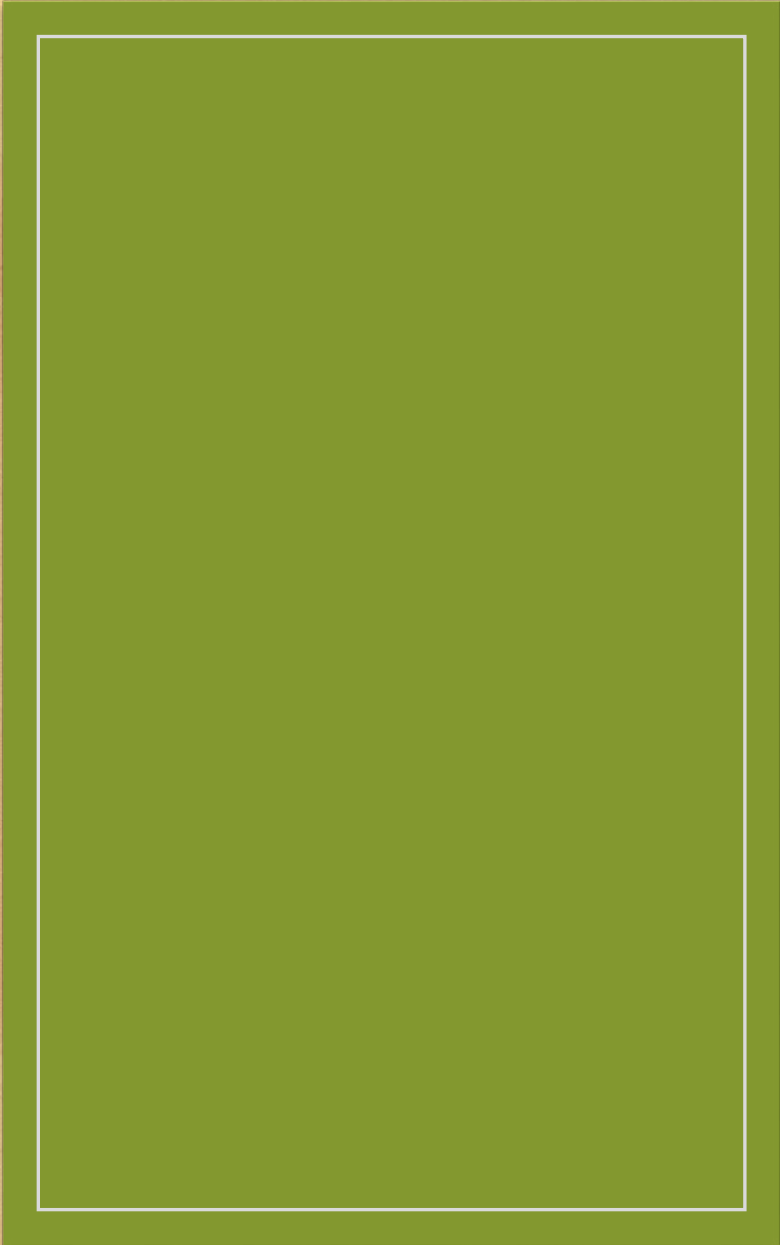
Student
Level

2020 SD Statewide Indicator 14 Data (2018-19 exiters)



Indicator 14 - 2020 exiter respondents



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- Are your students taking advantage of the good things that are happening for youth in South Dakota?



INDICATOR 13

IEP that includes:

- **Appropriate measurable post-secondary goals that are annually updated and based upon an age-appropriate transition assessments, 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 service needs.**
- **There must be evidence that the student was invited to the IEP team meeting where transition services are to be discussed.**
- **Furthermore, there should be also be evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with prior consent.**

#1 Age-Appropriate Transition Assessment

A transition plan must be developed by the time the student is age 16.

An ongoing process of gathering data on the student's strengths, preferences, interests and needs as they relate to:

- **Employment**
- **Education/Training**
- **Independent Living**

Prepare a written transition assessment report for parents.

- **Strengths and needs from these assessments (i.e TRS 3.0, TPI III, etc..) NEED to be brought into the present levels section of the IEP.**
- **Student's preferences and interests can be done through different types of assessments, interest inventories, informational interviews, job shadowing, or work experiences.**

Reviewing transition assessments annually can be listed as an activity on transition service page.

- **No longer need parent permission to do on off years.**

Examples of Transition Assessments

Mild Transition Needs:

- SD MyLife/Xello (interest, learning styles, ability)
- Career Clusters Interest Survey
- TPI-III
- ASVAB/ACT/Accuplacer
- Project Skills reports
- Guide to Assessing College Readiness
- AIR Self-Determination Scale

More Significant Needs:

- Casey Life Skills
- TRS 3.0 (formerly ESTR-S)
- Personal Preference Indicators
- Pictorial Interest Inventory
- Adaptive Behavior Scale
- Brigance Life Skills/Employability Skills Inventories

**You can find Transition
Assessments on our website:**



www.tslp.org

#2 Appropriate Measurable Post- Secondary Goals (MPSGs)

- Employment
- Education/Training
- Independent Living (where appropriate)

Based on age-appropriate transition assessment.

Use “will statements”

- Examples: “will work”, “will attend” and “will live”.

Post-secondary means after high school or after aging out.

MSPG Examples

Employment (required) include linked annual goal(s)#:

I will work full-time as an auto mechanic.

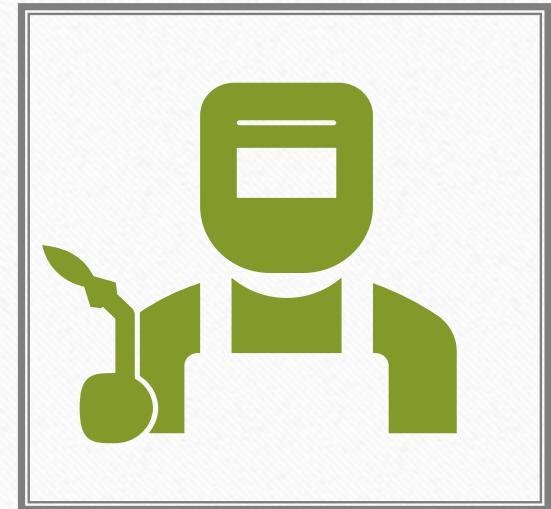
Education (either Training or Education goal is required) include linked annual goal(s)#:

I will enroll at Watertown's Lake Area Technical College.

Training (either Training or Education goal is required) include linked annual goal(s)#:

Independent Living (where appropriate) include linked annual goal(s)#:

I will live in an apartment off campus with a roommate and receive assistance with money management and cooking.



MPSG For Students with Significant Needs

- **Should reflect high yet realistic expectations**
- **Should reflect a “forward movement” instead of a “dead-end” approach**
- **Can incorporate external supports**
- **Get information from parents and caregivers to develop transition plan**

‘I will be a veterinarian’ ‘I will play for the Minnesota Vikings’

Is the goal appropriate or realistic for the student?

Does the goal reflect the student’s interests and preferences?

Was information from age-appropriate transition assessments used to determine the goal?

SOME POSSIBLE SOLUTIONS:

- **Use transition assessments to guide a conversation with a student or family member on what types of skills are required for a particular career and whether the student has or can acquire those skills.**
- **List ALL the courses that need to be taken for the career choice in the courses of study.**
- **Have student interview an individual in a particular career to get the ‘real story’.**

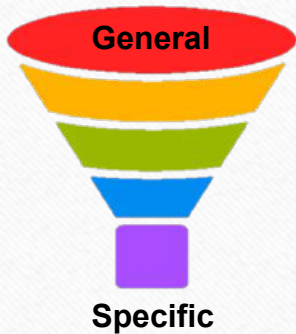
REMEMBER at the secondary level...

- Transition drives the development of the IEP.
- The student's post-secondary goals provide the direction.
- Start with the end in mind. Discuss MPSGs at beginning of IEP meeting.



#3 Post-Secondary Goals Updated Annually

Remember to involve student, parents, or outside agencies in updating MPSGs.



As you update MPSGs, they should become more specific each year.

#4

Courses of Study

Based on the student's measurable post-secondary goals, coursework should match up with said goals and graduation requirements.

Needs to be multiyear, specific, and individualized.

Should reasonably enable students to achieve their MPSG.

Substitute classes (for required courses for graduation) should be clearly identified so parents understand possible unintended consequences regarding post high school goals.

Specify elective classes to the greatest extent possible instead of just writing the word 'elective'.



Think of Courses of Study as a 'map' of what courses/experiences the student will need to take while in high school to facilitate the movement to what they want to do following high school.

#5 Transition Services/Coordinated Set of Activities

Things that need to happen that will lead to post-school results and help students achieve their post-secondary goals.

For each MPSG, at least one service/activity must be listed.

Needs to be individualized to the student - not overly general.

The activities should demonstrate involvement and coordination between:

- Schools
- Students
- Families
- Adult service agency, services, and/or programs

Transition Services / Coordinated Set of Activities

Transition Services must be a coordinated set of activities/strategies designed within a results oriented process. This means that the activities are those steps or things that need to happen that will lead to post-school results and help the student achieve his/her desired post-secondary goals. All of the activities that will need to happen to help students achieve their post-secondary goals cannot be done by the school alone. Thus, the activities should include those things that others (student, families, and appropriate adult services, agencies or programs) will need to do. When viewed as a whole, the activities should demonstrate involvement and coordination between the student, families, and school as well as the appropriate adult services, agencies or programs.

Instruction:

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>

Employment:

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>

Community Experiences:

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>

Related Services:

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>

Other Post-School Adult Living Objectives

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>

Acquisition of Daily Living Skills (when appropriate)

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>

Functional Vocational Evaluation (when appropriate)

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>

Transition Activities Page Example



iTransition SD

<https://www.itransitionsd.org/>



Brainstorming



Collaborating



Meaningful list of transition services/activities that will enable student to facilitate movement to his measurable post-secondary goals.

Pre-Employment Transition Services

Pre-ETS must be provided in conjunction with Vocational Rehabilitation Services and must include:

- Job exploration counseling
- Work-based learning experiences
- Post-secondary education counseling
- Workplace readiness training
- Instruction in self-advocacy

Pre-ETS and VR involvement do not replace the responsibilities of the school.

#6 Annual Goals

Annual goals should link to the student's MPSGs.

Annual goals should be related to the student's qualifying need and be specific to his/her transition needs.

The goals should help a student increase his/her skills to help enable them to reach his/her goals for the future.

Going to college – reading comprehension goal

Living in apartment with supports – math computation goal

Working at Target – following directions goal

Annual Goals Examples

Students are more likely to stay engaged if they can readily see how their annual goals link to their goals for the future.

Culinary Arts – Math
measurement goal

Cosmetologist – Behavior goal
in relating to people


Truck Driver – Reading
comprehension to study for CDL



Developing annual goals that genuinely link to the MPSGs requires a thorough understanding of the skills, knowledge, and admission/job requirements for the specific MPSG.

#7 Student Invitation to IEP Meeting

Students must be invited to their IEP meetings whenever transition will be discussed (by age 16 and until they graduate or age out).



Evidence of students being invited is found on their meeting notice. However, best practice would be to send them a personal invitation.



If a student does not attend his/her meeting, there must be documentation of how his/her preferences, interests, strengths, and needs were considered.

Student Invitation



Student Acknowledges he has an IEP

Student Invited

Student Attended

Student Participated in Meeting

Student Led his/her IEP Meeting

#8 Adult Agency Involvement

“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.”

If any agency is going to be paying for or providing transition services in the next year, that agency SHOULD BE invited to the IEP meeting.

Steps:

- **Either obtain written consent or document with a PPWN why a refusal was issued.**
 - **Consent is good for up to one year or until the next IEP meeting where Transition is being discussed.**
- **Send out meeting notice (date needs to be after consent to invite outside agencies was collected).**
 - **Outside agencies invited must be listed on the meeting notice**

STUDENT NAME: _____		SIMS: _____	
PARENT/GUARDIAN NAME: _____		DATE SENT: _____	
SCHOOL DISTRICT: _____	SCHOOL: _____		
DOB: _____	AGE: _____	GRADE: _____	

Purpose of this release:

Schools are required, with parent consent, to invite agencies likely to be responsible for providing or paying for transition services, to the child's IEP meeting.

Reason for signed consent:

During an IEP meeting, confidential information from your child's/your education records will be discussed. The school needs your consent for the agency(ies) listed below to attend the next IEP meeting, due to the disclosure of confidential student information that will occur during the meeting. Informed parental/adult student consent must be obtained before the school district discloses confidential student information. If any release of records to the outside agency is needed prior to or after the meeting, an additional consent form will be required.

The specific agency(ies) we would like to invite to attend the next IEP meeting include:

- ☐ Vocational Rehabilitation
- ☐ Division of Developmental Disabilities (e.g. Resource Coordinator, Family Support 360)
- ☐ Community Support Provider _____
- ☐ Disability Services (college or technical institute) _____
- ☐ Other _____
- ☐ Other _____

Note: You can add or decline consent for a specific agency. Please note on this form.

Please Sign, Date, and Return As Soon As Possible

- ☐ **I CONSENT¹** Having been informed as stated above, I give my consent for the school district to invite a representative of the above agency(ies) to attend the next IEP meeting.
- ☐ **I DO NOT CONSENT¹** Having been informed as stated above, I do not give my consent for the school district to invite a representative of the above agency(ies) to attend the next IEP meeting.

Parent/ Guardian/or Adult Student Signature: _____
Date: _____

Note: This consent will remain in effect for the next IEP meeting or one year from the date signed, whichever comes first. Your consent is voluntary and may be revoked in writing at any time.

¹ Consent definition can be found in Administrative Rules of South Dakota (ARSD) 24:05:13:01



Consent to Invite Outside Agencies

What Happens If A Parent/Guardian Doesn't Give Consent?

1

Document on the PPWN why the parent and/or guardian did not give consent.

2

Continue to share information regarding adult agencies with them every year.

3

Actively facilitate linkages to appropriate agencies. Linkages could be listed as a transition service.



-
- As a district, discuss HOW, WHEN, and WHO will be deciding what agencies will be invited.
 - Develop a process for inviting outside agency representatives. Consider getting parental consent at current IEP meeting for the next IEP meeting.
 - Remember, you must get written parent consent BEFORE sending the Meeting Invite form.
 - Sending the Consent to Invite Outside Agency form and the Meeting Invite form at the same time does NOT meet the requirement!

Transfer of Rights

By age 17, the student's IEP must include a statement that the student has been informed of the rights that will transfer to him or her upon reaching the age of 18.

Give examples of rights that will transfer at age 18.

If guardianship or other protected status is being considered, share information and/or refer to appropriate agency for more information:

- South Dakota Parent Connection
- Disability Rights of South Dakota
- Dept of Human Services - SD Guardianship Program

Graduation Requirements

All students with disabilities have the same opportunity to earn a regular diploma as all students, with the support of specialized instruction and accommodations as appropriate.

Parents must be informed at least one year prior to graduation date of the intent to graduate.

If modifications are used for required courses, this would not meet course standards for receiving a regular signed high school diploma.



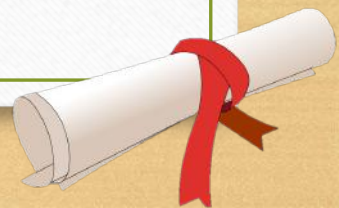
Things to keep in mind

Regular Signed Diploma

- Constitutes a change in placement, requiring written prior notice. Evaluation is not required.
- ARSD Rules has set minimum requirements that ALL students must complete to earn a regular diploma.
- Regular diploma does not include GED, certificate of completion or attendance, or similar credential.
- Obligation to provide FAPE ends when a regular signed diploma is given.

Other

- IEP Team can make modifications to content requirements and/or substitutions to required courses.
- Parents and students should be fully informed of any implications that may result from this.
- Issuing a document based on modified course requirements and/or content does not end the district's obligation to provide FAPE.



IEP Team Decisions

If Grad Requirements Have Been Met:

- Taking the same coursework required for all students.
- Uses accommodations but still meets standard course requirements, such as covering same material but over a longer period of time or in a different location.

If Grad Requirements Have Not Been Met:

- Substituted a course required for graduation.
- Used modifications in required coursework.
- Did not meet course standards, such as not using grade level content standards, or not required to learn or demonstrate knowledge of content for a majority of the required course.

Exit Coding

It is very important for districts to accurately code students. The state must submit accurate data to the federal OSEP.

Common Special Education Exit Codes:

2 – Graduated with HS Diploma

03 – Continues/Completed IEP team modifications/course requirements (student will return to school in the fall)

13 – Discontinued/Completed IEP team modifications/course requirements (student will not return to school in the fall)

Student's transcript should reflect his/her actual coursework.

For Additional Information

- **ISSUE BRIEF: Graduation Requirements and Students with Special Needs**
- **Guidance Policy: Applying Graduation Requirements to Students with Disabilities**
- **Graduation Coding Guidance for Students on an IEP**
- **Questions & Answers on Report Cards and Transcripts for Students with Disabilities**
- **Exit Coding Trainings**
- **Or contact your regional representative at the Division of Special Education & Early Learning**

Summary Of Performance (SOP)

The school must provide the student with a SOP document when he/she:

- **Graduates with regular diploma**
- **Ages out**

SOP document must include:

- **Summary of academic achievement and functional performance.**
- **Recommendations on how to assist the student in meeting their post-secondary goals.**

**Transition Services
Liaison Project**



**Zarrow Center,
University of Oklahoma**



**Transition Resources
& DRS**

TERRIFIC TRANSITION LINKS

NTACT
THE COLLABORATIVE

**National Technical
Assistance Center on
Transition: The
Collaborative (NTACT-C)**



University of Kansas