

Transition IEP Workshop

Fall 2025



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>



Predictors by Outcome Area

Predictors by Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	X	X	
• Community Experiences		X	
• Exit Exam Requirements/High School Diploma Status		X	
• Goal-Setting	X	X	
• Inclusion in General Education	X	X	X
• Interagency Collaboration	X	X	
• Occupational Courses	X	X	
• Paid Employment/Work Experience	X	X	X
• Parent Expectations	X	X	X
• Parental Involvement		X	



Predictors by Outcome Area Con..

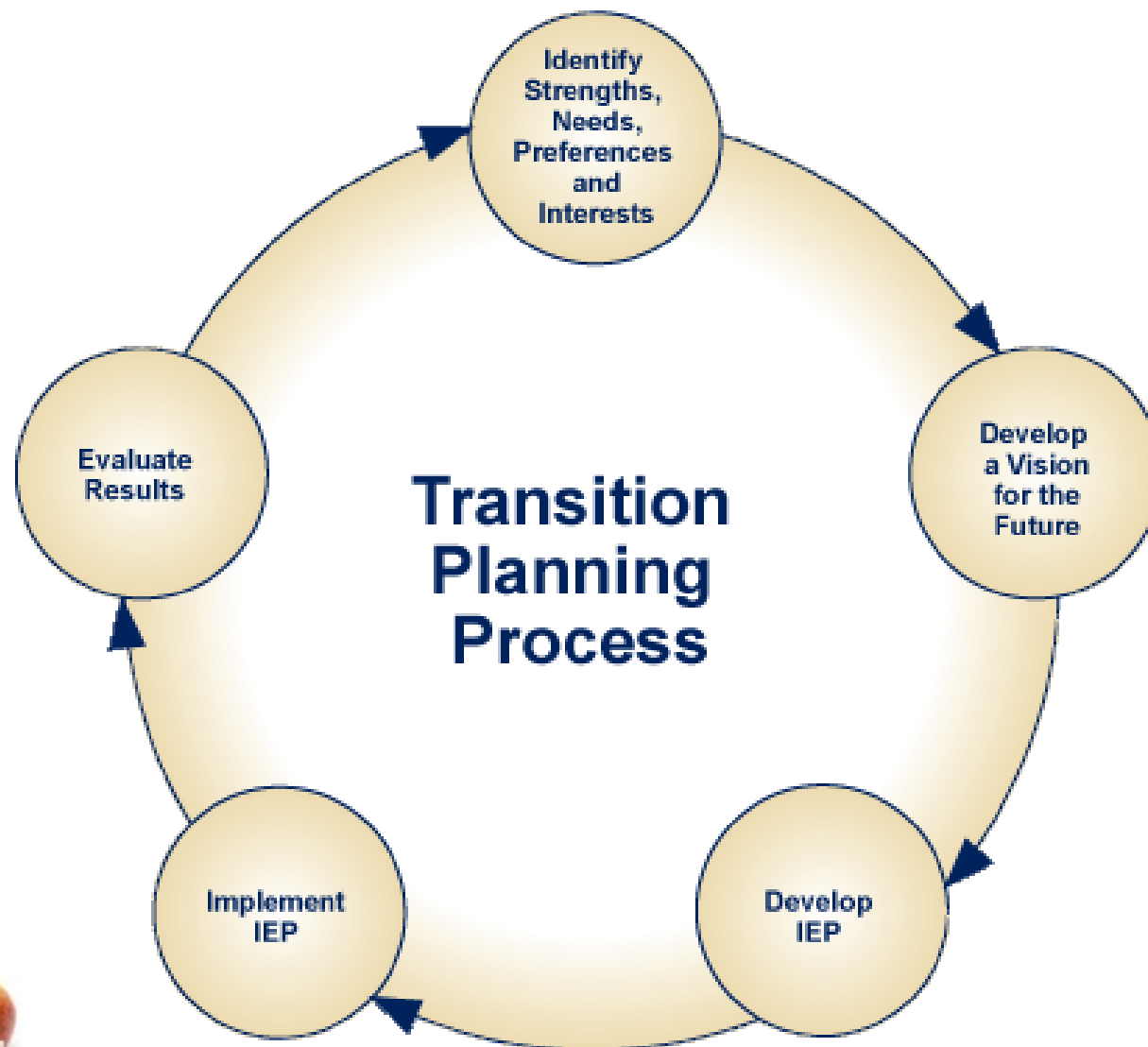
Predictors by Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
• Program of Study		X	
• Self-Advocacy/Self-Determination	X	X	
• Self-Care/Independent Living	X	X	X
• Social Skills	X	X	
• Student Support	X	X	X
• Transition Program	X	X	
• Travel Skills		X	
• Career Technical Education	X	X	
• Work Study		X	
• Youth Autonomy/Decision-Making	X	X	



What Is Happening in South Dakota?





Student Goals and Self-Determination

To set realistic goals, students need to be able to:

- Have self-awareness
- Understand their strengths and limitations
- Identify interests
- Make decisions for themselves
- Speak up for themselves

How do we help students become self-determined?

- Zarrow Institute on Transition and Self-Determination
<https://www.ou.edu/education/zarrow/resources/curriculum>



Career Exploration

We cannot determine what a student's long-term goals should be before we know what their interests are.

- Most teenagers are only familiar with what they see every day. (Family members' jobs, fast food, teacher, etc.)**
- Career exploration can open the door to a world of careers and options they've never considered.**
- All 8th graders should be completing career exploration and assessment as part of their school curriculum.**



SDMyLife

<https://sdmylife.com/>

- Career Exploration
- Aptitude
- Planning
- Skills Lab
- World of Work articles
- Used in most South Dakota schools















Matchmaker

What careers match your interests?



Start the quiz!

Select the career clusters that interest you:

 Architecture & Construction	 Agriculture, Food & Natural Resources	 Arts, A/V Technology & Communications
 Education & Training	 Finance	 Government & Public Administration
 Human Services	 Hospitality & Tourism	 Information Technology
 Manufacturing	 Marketing	 Science, Technology, Engineering & Math

Career Exploration (cont.)

Vocational Rehabilitation Services:

- **Pre-Employment Transition Skills (Pre-ETS)**
 - **Begins as early as age 14**
 - **Job exploration counseling**
 - **Unpaid work-based experiences**
 - **Post-secondary education counseling**
 - **Workplace readiness training**
 - **Instruction in self-advocacy**

Talk to your local VR Counselor

[List of Public School VRC](#)

[List of Tribal School VRC](#)



Even More Career Exploration!

[O*NET OnLine \(onetonline.org\)](http://onetonline.org)

- Find Occupations
- Job Accommodations
- O*NET Interest Profiler

<https://www.mynextmove.org/explore/ip>

TSLP.org/employment

- Online resources in employment
- Let's Talk Work events

Transition Resources Handbook:

<https://dhs.sd.gov/content/dam/digital/united-states/south-dakota/sdo/pdf/division-of-rehabilitation-services/Information%20-%20Transition%20Resources%20booklet.pdf>



Indicator 13

IEP that includes:

- Appropriate measurable post-secondary goals that are annually updated and based upon 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. If the student is not present, their preferences, interests, and strengths must be documented.
- If appropriate, there must also be evidence that 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.) **MUST** be brought into the present levels section of the IEP.
- Student's preferences and interests can be obtained using a variety of assessments, interest inventories, career awareness 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 consent to assess on "off" years (only during an eligibility review).

Transition Assessments

- **Transition assessments are not standardized. There is no requirement to use any specific assessment.**
- **No single assessment will work for every student, and utilizing only one assessment is often not enough to get the information needed to develop a comprehensive transition plan.**
- **Transition assessment may include:**
 - **Paper and pencil tests**
 - **Structured student and family interviews**
 - **Community or work-based assessments**
 - **Curriculum-based assessments**
 - **Adaptive behavior assessments**



Let's Look At Some Samples:

Formal Assessments:

- Transition Rating Scales (TRS – formerly the ESTR-S)
- Transition Planning Inventory – Third Edition (TPI-3)
- Brigance Transition Skills Inventory 2
- Inventory for Client and Agency Planning (ICAP)
- Transition Assessment and Goal Generator (TAGG)

Formal assessments generally assess all required areas of transition, but often must be purchased, including replenishing protocols. However, the same protocol could be reused for annual transition review.



Informal Assessments:

Could include...

- **Interviews and Questionnaires**
- **Observations**
- **Interest Inventories**
- **SD MyLife (Xello)**
- **Person-Centered Thinking/Planning Tools (Charting the LifeCourse)**
- **Teacher-made checklists and interviews**





**Where can you find
Transition
Assessments on
our website?**

TSLP.org

Transition IEP Tab



#2 Appropriate Measurable Post-Secondary Goals (MPSGs)

- Employment
- Education and/or Training
- Independent Living (when appropriate)

Based on age-appropriate transition assessment.

Use “will” statements (measurable language)

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

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



MPSG Example

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

I will work full-time as an electrician.

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

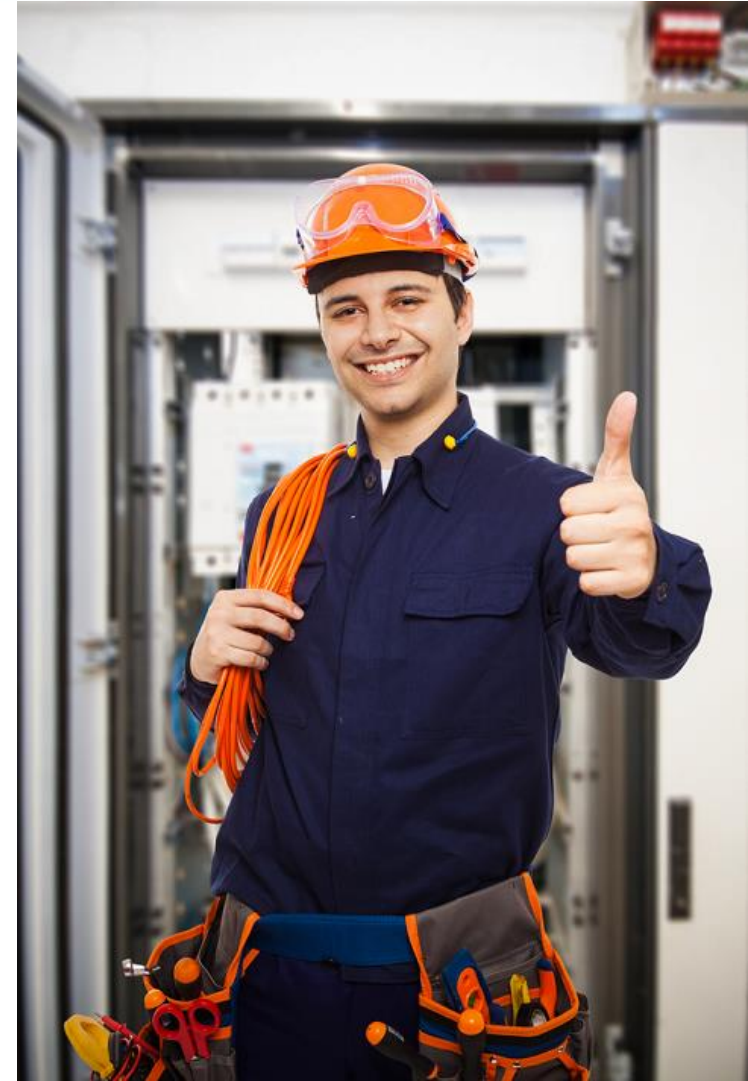
I will enroll at Mitchell Technical College to obtain degree in electrical construction & maintenance.

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

After obtaining my associates degree I will obtain on the job training through an apprenticeship.

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.



MPSGs For Students with Significant Needs

- Should reflect high yet realistic expectations
- Volunteering may be considered a realistic employment goal depending on the student's needs
- Should reflect a “forward movement” instead of a “dead-end” approach
- Should consider community integration
- Consider incorporating external supports
- Obtain information from parents and caregivers to develop transition plan



Unrealistic Goals

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 about 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'.

I want to be a doctor

I want to be a social media influencer

I want to play for the MN Vikings



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, and outside agencies in updating MPSGs.

MPSGs should become more specific each year.



#4 Courses of Study

Coursework should be based on the student's Measurable Post-Secondary Goals (MPSGs) and should match goals and graduation requirements.

Need to be multiyear, specific, and individualized.

Should reasonably enable students to achieve their MPSGs.

Substitute classes (for courses required for graduation) should be clearly identified so the student and parents understand possible effect on post-secondary goals.

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



#5 Transition Services/Coordinated Set of Activities

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

For each MPSG, at least one service/activity must be listed. (Employment, Education and/or Training, and Independent Living when appropriate.)

Need 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**



#6 Annual Goals

Annual goals should link to the student's MPSGs.

Annual goals should be related to the student's needs and be specific to transition needs.

The goals should help a student increase skills to help enable the student to reach their 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 Goal 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 The 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 the invitation is found on their meeting notice; however, best practice would be to send a personal invitation and have a conversation about their participation in the meeting.

If a student does not attend the meeting, there must be documentation of how the student's preferences, interests, strengths, and needs were considered.



#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.”



#8 Adult Agency Involvement

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:

- Obtain signed consent to invite agency(ies) or document refusal on the PPWN.
- Consent is valid for one year OR until the next meeting where transition is discussed.
- Meeting Notice should not be sent until after Consent to Invite Outside Agencies is signed and returned.
- Agencies invited to the meeting should be listed on the Meeting Notice.
- If parents bring an outside agency or individual to the meeting, it should be noted on the PPWN.



Process for Inviting Outside Agencies

To IEP Meetings for Transition-Age Students

Step 1

District & parents discuss which agencies may be beneficial to invite to IEP.

Step 2

District gets written consent form (signed & dated) from parent.

Step 3

After written consent is received, district sends Meeting Notice that includes the names of agencies being invited to mtg.

Step 4

IEP meeting is held with parents, student, school, and invited outside agencies.

Note

Consent form is valid for next meeting OR a maximum of one year.
Consent may be signed at current meeting for next meeting.



Consent To Invite Outside Agencies Form

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



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 team, discuss **HOW**, **WHEN**, and **WHO** will decide what agencies to invite.
- 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 parental consent **BEFORE** sending the Meeting Notice form.
- Sending the Consent to Invite Outside Agency form and the Meeting Notice at the same time is **NOT** in compliance!



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
 - Parent Connection: Preparing for the Future... Understanding Guardianship and Alternatives
- Disability Rights of South Dakota
 - Guardianship-Infographic-ParGuar
- Dept of Human Services - SD Guardianship Program



Graduation Requirements

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

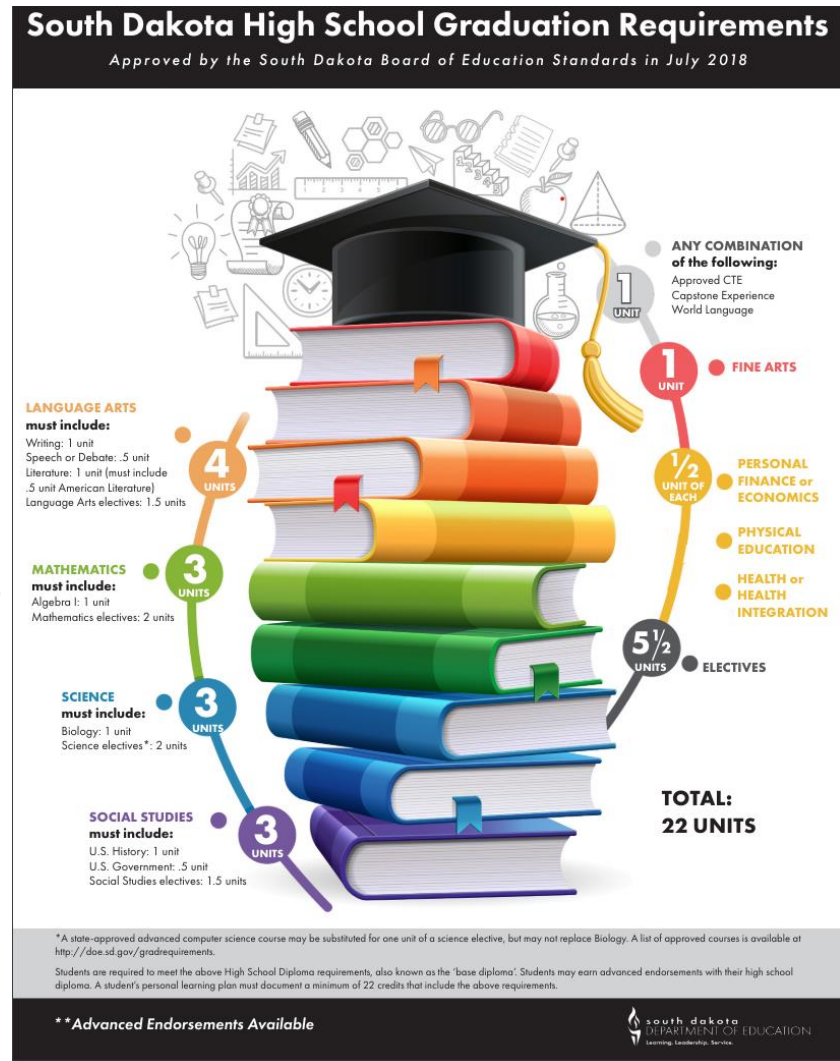
Parents and students must be informed at least one year prior to graduation date of the intent to graduate and what required courses remain to meet graduation criteria.

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



There is only one diploma in South Dakota

Guidance Policy: Applying Graduation Requirements to students with disabilities



IEP Team Decisions

If Graduation 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 Graduation 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.

Issuing a document based on modified course requirements and/or content does not end the district's obligation to provide FAPE.



Exit Coding

It is very important for districts to accurately code students' exits from the school system. The state must submit accurate data to the Federal OSEP.

Common Special Education Exit Codes:

- **02** – 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)

Reference the [Student Data Collections Desk Guide](#)

The student's transcript should reflect the actual coursework.



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 post-secondary goals.**



Student Exiters

The SOP is done, now what?

Celebrate the student's accomplishment!

An exit/SOP meeting **is not** required but is best practice.

Re-evaluation **is not** required.

PPWN **is** required as exiting is considered a change in placement.



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
- Or contact your Regional Representatives, SD Special Education Programs



**Transition
Services
Liaison Project**



**Zarrow Center,
University of Oklahoma**



**Transition Resources
& DRS**

TERRIFIC TRANSITION LINKS



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



University of Kansas



Questions?



