Indicator 13 – A Refresher

CATE DIEDE – TRANSITION LIAISON

The Basics: 8 Areas of Indicator 13

1. Age-appropriate transition assessments are completed in the areas of Employment, Education and/or Training, and Independent Living, updated annually, and included in the PLAAFP.

2. Appropriate measurable post-secondary goals are included in the areas of employment, education/training, and independent living where appropriate.

3. Measurable Post-Secondary Goals updated annually.

4. Course of Study is specific and laid out until graduation/program completion.

5. Appropriate services and activities are listed in the areas of employment, education/training, and independent living where appropriate.

6. Annual goals are related to student's transition service needs.

7. The student is invited to meeting.

8. Appropriate outside agencies are invited.

▶ Fall 2025 Transition IEP Workshop PowerPoint

First Things First

▶ **Career Awareness:**

- 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, such as SD MyLife, as part of their school curriculum.

▶ **Transition Assessment**

- Once a student can identify a possible career path, Transition Assessments…

  - determine what skills the student already possesses,

  - determine the student's limitations, and

  - determine what skills need to be taught to meet the student's life goals.

Transition IEP - Beyond the Basics:

➢ Transition IEP must be in effect for all students on their 16th birthday

  ➢ Transition can be started earlier, but the process **must** be completed in the IEP

  ➢ Be thinking about PreETS services from Voc Rehab, that can start at age 14

➢ Transition assessments are present for employment, education or training, and independent living.

  ➢ A written report of all areas must be included in the file

  ➢ If the student demonstrates independent living needs, these should be addressed in the IEP

Transition IEP - Beyond the Basics:

- Age-appropriate Measurable Post-Secondary Goals
  - Present for employment, education or training, and independent living when appropriate
  - **Based on age-appropriate transition assessment**
  - Stated "I will" or "Student will"
  - Address the student's goals after graduating or aging out of school programming

- Age-appropriate Measurable Post-Secondary Goals Updated Annually
  - Should become more specific each year
  - Administer new assessment/questionnaire
  - Gather information from students, teachers, parents, VR counselor, etc.

Speaking of MPSGs…

Students and their IEP teams should think about:

- Where do I want to work?
    - What do I need to learn now to get the job I want?

- Where do I want to learn?
    - What do I need to learn now to get the education I want?

- Where do I want to live?
    - What do I need to learn now to live where I want?

Transition IEP - Beyond the Basics:

➢ Course of Study aligns to post-secondary goals and are updated annually
  ➢ Be as specific as possible: "Elective" is not acceptable
  ➢ Classes that substitute for required classes should be clearly identified
  ➢ Update annually

➢ Transition Services and Activities
  ➢ **Must** be present in employment and education or training
  ➢ Include independent living if appropriate
  ➢ Starting on Page 22 TSLP Technical Assistance Guide for Transition IEP:

Transition IEP - Beyond the Basics:

➢ Annual goals are related to student's transition needs

    ➢ Make them transition-specific if possible (e.g., reading training manuals, writing resume, completing job applications, creating a budget, reading real-world text, measuring items in a recipe, etc.)

➢ Invite student to the IEP meeting

    ➢ Include student on the meeting notice

    ➢ Personal invitation

    ➢ Must show documentation in the file

    ➢ If student is not present at the meeting, explain on the PPWN and include student input

Transition IEP - Beyond the Basics:

- Consent to Invite Outside Agency:
  - Requires physical signature. Cannot be via phone or email.
  - Is in effect for one year **OR** until the next meeting.
  - Must be signed **prior** to sending meeting notice.
  - Must include all agencies invited. (Also include these agencies on the Meeting Notice.)
  - If family brings outside agency/participants to the meeting, reflect on PPWN or IEP.

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.

Transition IEP - Beyond the Basics:

➢ Transfer of Rights

  ➢ The family must be informed prior to 17th birthday.

  ➢ This gives the family and student time to make any decisions regarding guardianship, power of attorney, or supported decision making.

➢ Specific graduation requirements addressed at least one year in advance

  ➢ This is the date the student is expected to leave school programming by graduating or "aging out", not the date expected to participate in graduation ceremony.

  ➢ If graduating with regular high school diploma, list or indicate specific courses that must be completed to meet graduation requirements.

  ➢ If receiving a certificate of completion, note that in the graduation requirements section or on the PPWN.

Transition IEP - Beyond the Basics:

➢ Summary of Performance:

  ➢ SOP completed when student leaves school services, either by graduating or aging out.

    ➢ Meeting is not required but recommended.

    ➢ PPWN noting change of places **is required**.

  ➢ Should map out the next years of the student's life

  ➢ Use the "stranger test" – would a stranger, such as a disability coordinator or a case manager, be able to assist the individual based on this information?