

BACK TO THE BASICS: TRANSITION EDITION

NTACT
THE COLLABORATIVE



TSLP
Transition Services
Liaison Project



Beginning with the end in mind...

We strive to ensure that each student:

- Is proficient in core subjects
- Graduates from high school, ready for post-secondary education & career
- Allows for quality outcomes with accommodations regardless of background, condition, or circumstances



What are the Secondary Transition Regulatory Requirements for Students with Disabilities?

Individuals with Disabilities Education Act IDEA 2004

Primary Purpose

To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them *for further education, employment, and independent living*

H.R.1350 (IDEA 2004)

What is Secondary Transition?

“a coordinated set of activities for a child with a disability that is designed within a **result-oriented process**, that is focused on improving the academic and functional achievement of the child with a disability **to facilitate the child's movement from school to post-school activities**, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.” (IDEA 2004)

Age Requirement in SD

Transition services must be addressed in the IEP of the student in the year in which the student turns 16 years of age

The IEP team does not have to wait until the student's approaching 16th birthday year to consider the student's transition needs

State Performance Plan (SPP)

Required for each State

Evaluates the State's efforts to implement the requirements and purposes of IDEA

Describe how the State will improve IDEA implementation

- 6-Year Plan
- 18 Indicators related to the 3 priorities areas
- Annual Performance Report (APR) for State and each LEA

State Performance Plan (SPP) – 18 Indicators

1. **Graduation**
2. **Drop-Out**
3. Statewide Assessment
4. Suspension and Expulsion
 - 4A. Suspension and Expulsion
 - 4B. Suspension and Expulsion by Race/Ethnicity
5. Educational Environments
6. Preschool Environments
7. Preschool Outcomes
8. **Parent involvement**
9. Disproportionate Racial/Ethnic Representation
10. Disproportionate Racial/Ethnic Representations in Specific Eligibility Categories
11. Child Find
12. Early Childhood Transition
13. **Secondary Transition**
14. **Post-School Outcomes**
15. Resolution Sessions
16. Mediation
17. SSIP-SIMR (PILOT)
18. General Supervision

Every student by name
regardless of background,
condition or circumstance...

- Proficient in core subjects
- Graduates from high school,
ready for post-secondary
education and career
- Achieves high outcomes

- 
- **Indicator 14:**
 - Students achieving their post-secondary goals

- **Indicators 1 and 2:**
- Students actively engaged, staying in school and graduating

- **Indicator 13**
- High quality IEPs designed to help students achieve their post-secondary goals

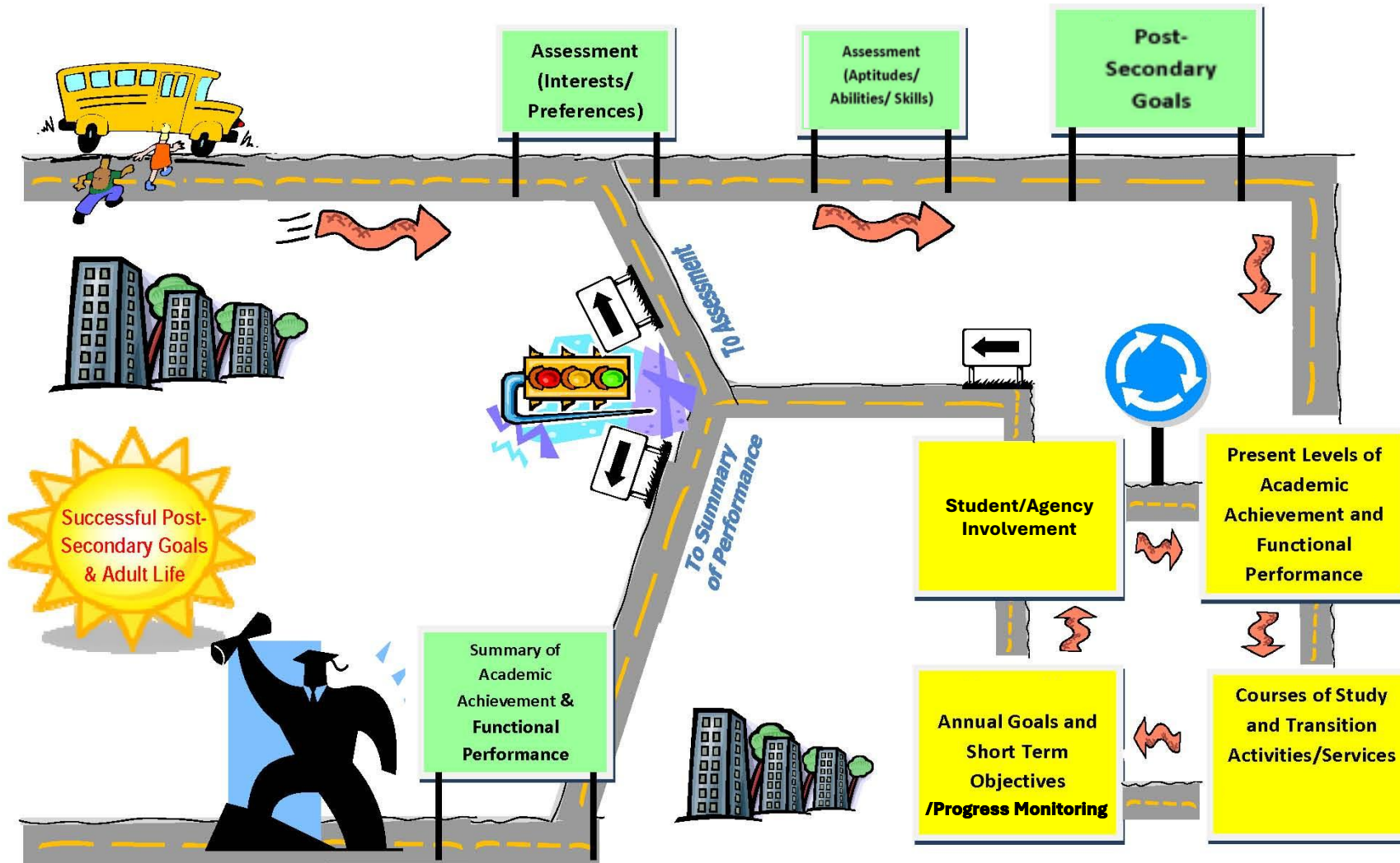
- **The foundation:**
- High quality, rigorous, standards-aligned secondary school programs for all students

SD's Plan for Indicator 13?

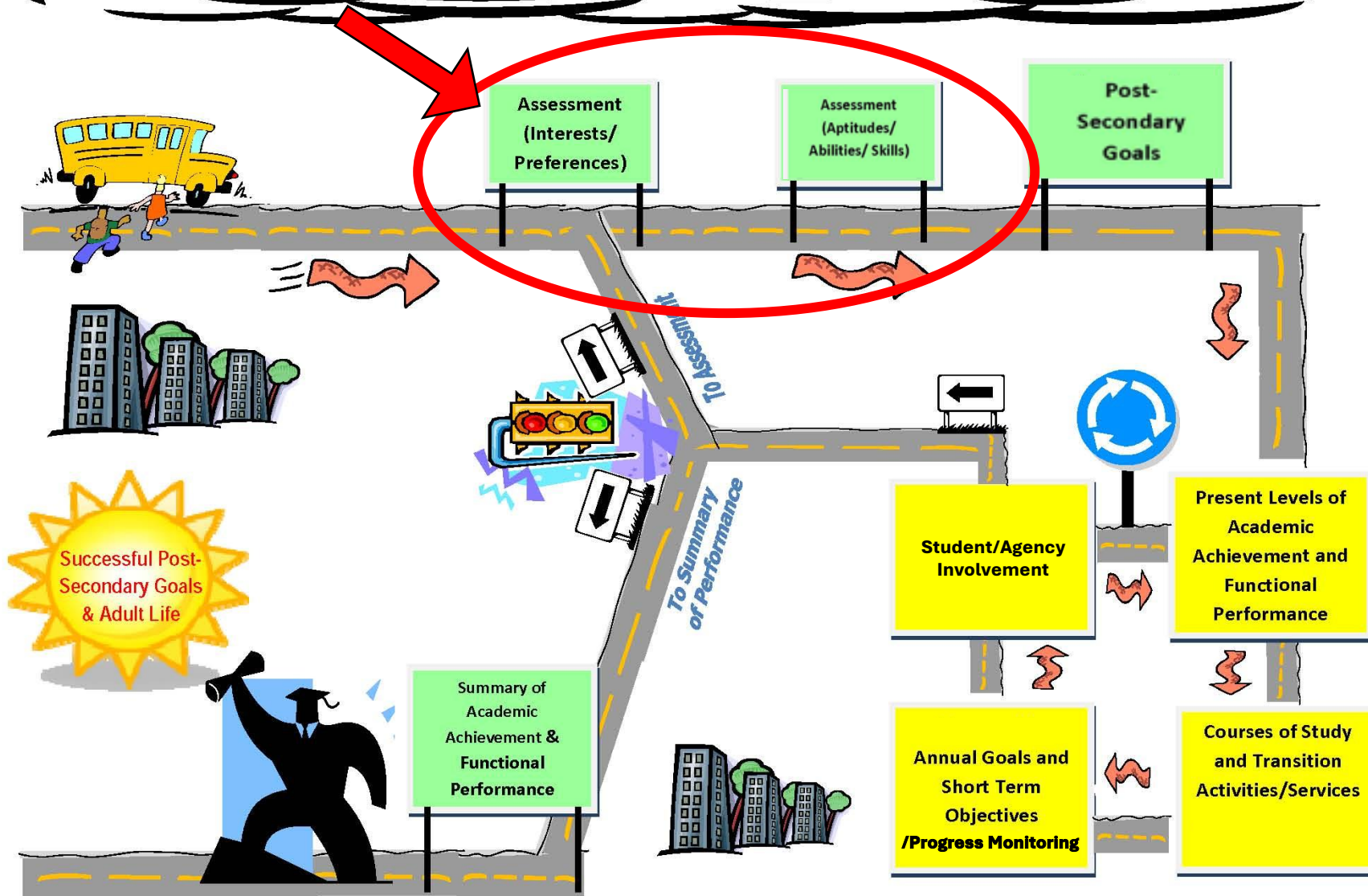
In response to the accountability requirements under the Individuals with Disabilities Education Act of 2004 (IDEA), Part B State Performance Plan, the SD Dept. of Education through the [Transition Services Liaison Project](#), Transition Liaisons provide our state's local education agencies (LEAs) with:

- targeted, sustained training and technical assistance in developing and implementing effective secondary transition plans that include coordinated, measurable, annual IEP goals that will reasonably enable students to meet post-secondary outcomes (Indicator 13).**

Secondary Transition in a Standards Aligned System: Roadmap



Secondary Transition in a Standards Aligned System: Roadmap



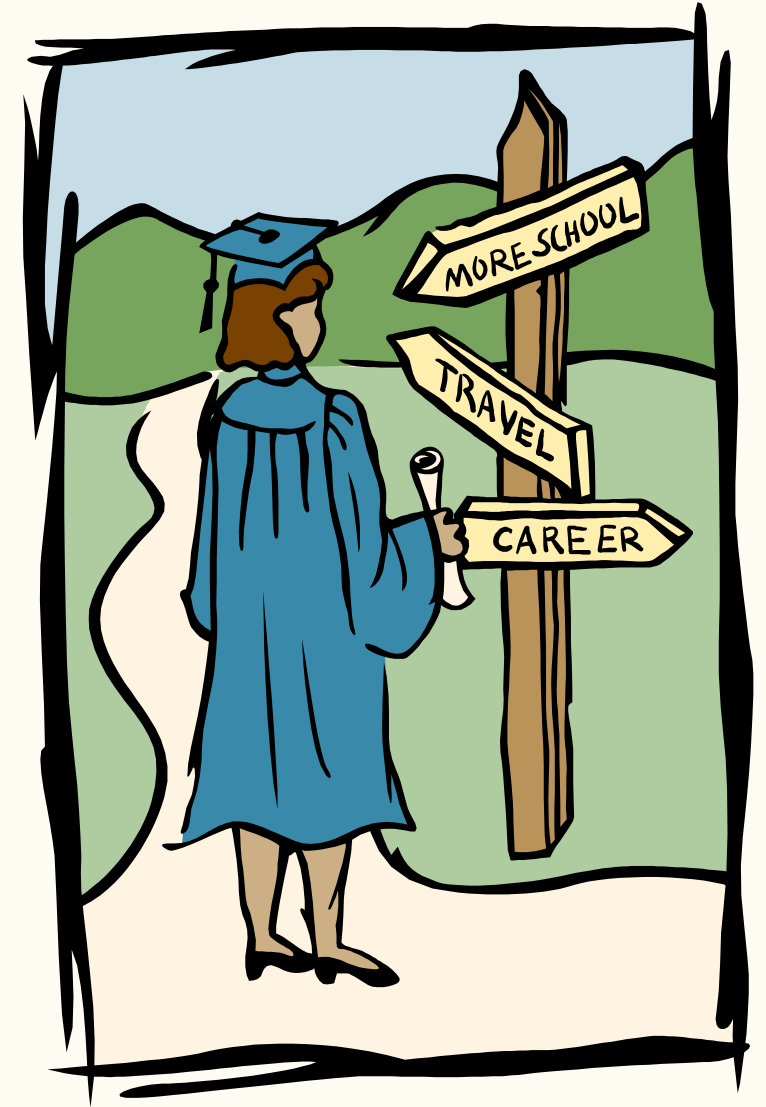
Age-Appropriate Assessment

Indicator 13 Checklist - Question #1

Is there evidence that the measurable post-secondary goal(s) were based on **an age-appropriate transition assessment?**

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- ① Use assessments to identify the student's skills, aptitudes, and abilities to help create post-secondary desired goals or vision.



Transition assessment is a process...

Identify Interests
and Preferences

- **Interests**: a measure of opinions, attitudes, and preferences
- **Preferences**: what the student values and likes

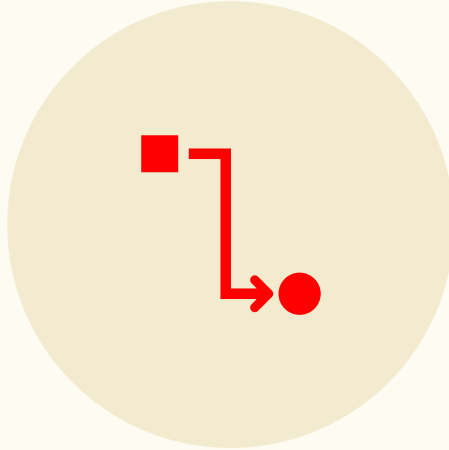
Set Post-
Secondary
Goals

- **Employment**
- **Post-Secondary Education and Training**
- **Independent Living**

Further Assess
Abilities,
Aptitudes, and
Skills

- **Abilities**: talents or acquired skills
- **Aptitudes**: characteristics that inform us of a student's learning strengths or proficiency in a particular area

Assessment is...



A **PROCESS** OF GATHERING **RELEVANT** INFORMATION TO PLAN, EVALUATE, OR MAKE DECISIONS (ACADEMIC ASSESSMENT, TRANSITION ASSESSMENT, CAREER AND VOCATIONAL ASSESSMENT).



INFORMATION CAN BE GATHERED FROM MULTIPLE PEOPLE AND PLACES OVER A PERIOD OF TIME.

**DONT
FORGET**

Assessments should not look or be the same for all students!

Interests, Preferences, and Aptitudes

Information from students	Information from parents and team members	Information from job sites
Formal assessments	Surveys, interviews, rating scales	Situational assessments
Interviews	Person-centered planning	Volunteering opportunities
Surveys	Formal planning tools	Employer observations
Web-based assessments		Job shadowing
Questionnaires		Project Skills
Direct observations		Project SEARCH
Transition checklists		

Making Sense of the Data

- No matter how assessment data is obtained...
 - Formal
 - Informal
 - Student as informant
 - Parent or teacher as informant
 - Observational
 - Team-based
- **Interpret** data in the present levels of the IEP

GAP Analysis

- Gather information from various domains to identify where the student is now and what is needed to reach his/her goals:
 - What are Chad's current comprehension and writing skills? What will he need to succeed in an auto technology program?
 - What are Shawna's current skills with food preparation? What skills will she need to be able to plan and manage meals?
 - What are Brad's current travel skills? Will he be able to travel independently to work?
 - Do Mike's current work habits suggest that he is prepared for supported or competitive employment?
- Include the gap analysis in the Present Levels of Academic Achievement and Functional Performance

Where to Document Assessment Findings?

1. Written Transition Assessment Report
2. Present Levels of Academic Achievement and Functional Performance (PLAAFP) Page

Let's Look at Your IEPs



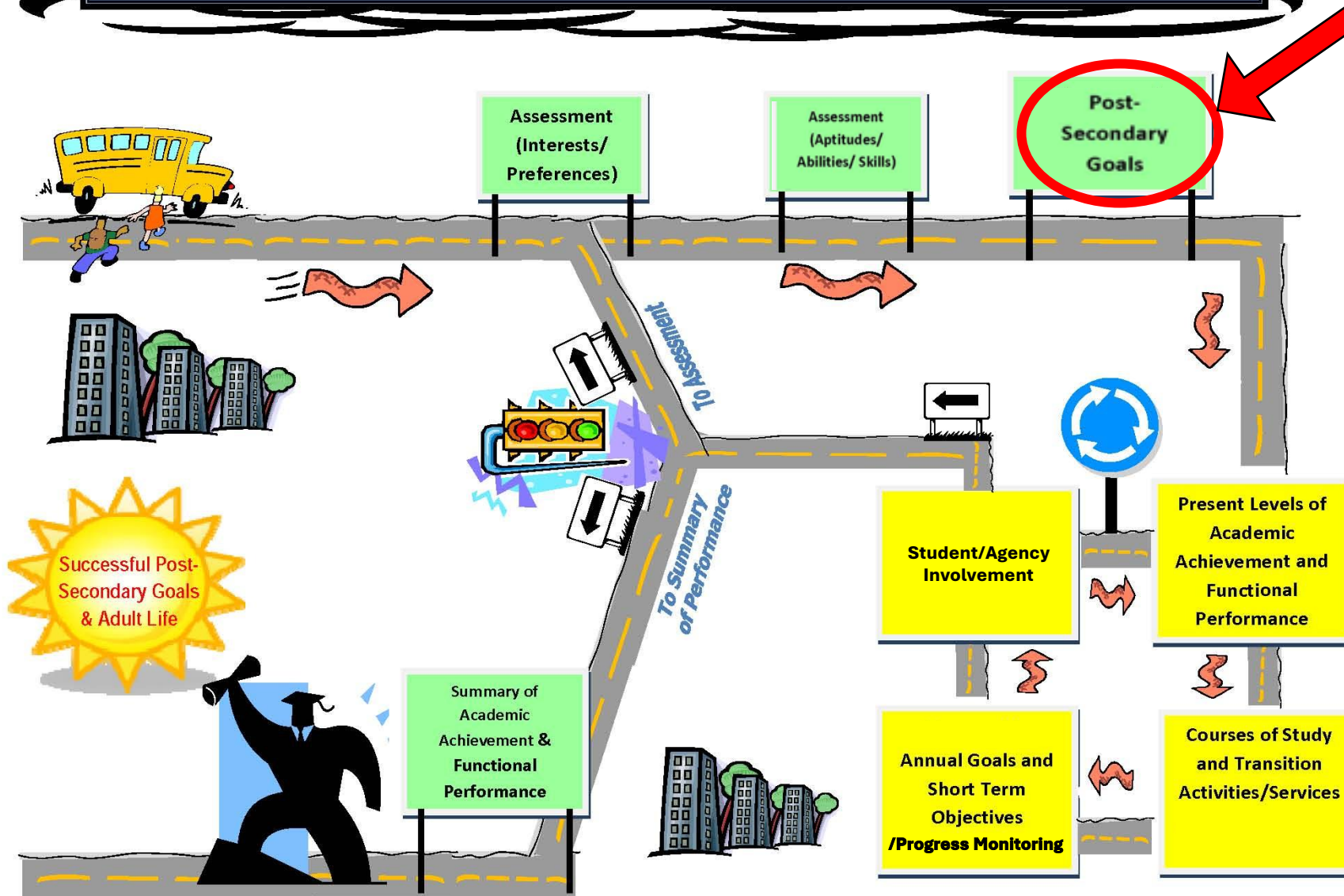
Guiding Questions

- A. Were age-appropriate assessments of interests, preferences conducted in order to develop postsecondary goals?
- B. Were age-appropriate academic and functional skill assessments conducted in order to develop measurable annual goals and/or specially-designed instruction?
- C. Were all assessment data **interpreted** and utilized in the development of the present levels, postsecondary goals and transition services and activities?
- D. Is there baseline data in the present levels to support the development of the measurable annual goals?
- E. Is there evidence that assessments are updated each year?

Questions

What questions on **assessments** do you have for your own students?

Secondary Transition in a Standards Aligned System: Roadmap



Measurable Post-Secondary Goals

Indicator 13 Checklist – Question 2

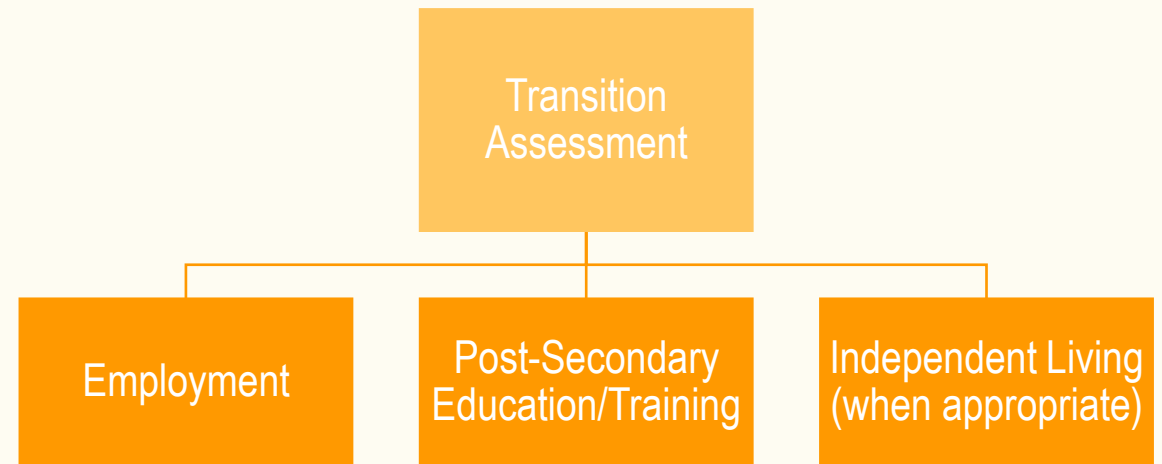
Is there an appropriate measurable **post-secondary goal** or goals in the areas of **employment, education and/or training**, and **independent living (when appropriate)**?

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② What are Measurable Post-Secondary Goals (MPSGs)?

- Based on age-appropriate transition assessment (interests and preferences)
- Not the same as IEP annual goals or events that occur while in High School
- In order to be measurable must use “will” statements – “will work”, “will attend”, “will live”

Statements that reflect what the student plans to do AFTER
High School in each of the three areas:



Formula for writing a postsecondary goal:

_____, _____ will _____
(After High School) (Student) (behavior) where and how
(After graduation)
(Upon completion of high school)

Measurable Post-Secondary Goals vs. Annual Goals

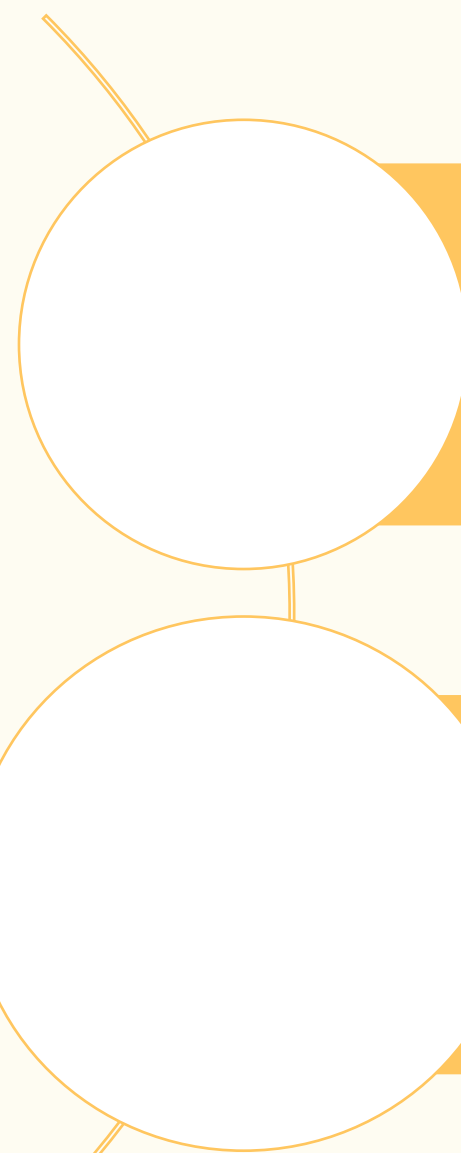
Measurable Post-Secondary Goals

- Updated Annually
- Based on Assessment data
- Individualized
- Written to include:
 - Student name
 - Future goals
- Does NOT required progress monitoring
- Address:
 - What type of work do I want to do after high school?
 - What further education do I need to do that type of work (college, training program, etc.)?
 - Where do I want to live after high school?

Annual Goals

- Updated Annually
- Based on Assessment data
- Individualized
- Written to include:
 - Condition
 - Student name
 - Clearly defined behavior
 - Performance criteria
- Requires progress monitoring
- Address skill deficits

Documenting Measurable Post-Secondary Goals in the IEP



IEP Team must address each measurable post-secondary goal area and document in the IEP

Describe measurable post-secondary goals in two places in the IEP:

- Present Levels (Post-Secondary Transition section)
- Under Measurable Postsecondary Goals (MPSG) Based on Age-Appropriate Assessment Section of the IEP

When Students Have “Unrealistic” MPSGs

- Use ongoing assessment, exploration, and experiences to work through “unrealistic” goals
- Help students learn about requirements needed for their goals
- Further exploration may indicate:
 - Student who wants to be a veterinarian may actually have interest in a “helping” role.
 - Student who wants to be a pilot may have an interest in settings near air transport.
 - Student interested in professional sports career may actually be interested in working with sporting goods.
- Can use “or” statements if necessary.
 - Kendra will be an influencer or work in marketing.
 - Andre will be a linebacker for the NFL or work at a sporting goods store.

Employment Goals: Example Statements

- ✘ Peyton will work as a cosmetologist.
- ✘ Dan will seek competitive employment in the trucking industry.
- ✘ Karla will wash dishes while volunteering at a non-profit with hand-over-hand assistance from a job coach or direct service professional.
- ✘ Michael will either work as a teacher or a tour guide.
- ✘ Cindy will have supported employment in the food service industry.
- ✘ Rose will work in the area of hospitality.



Measurable Post-Secondary Education and/or Training Goals: Example Statements

- ✕ Bryan will enroll at Mitchell Technical College to obtain a degree in electrical construction and maintenance.
- ✕ Chole will attend a four-year college to pursue her interest in working with individuals with hearing loss.
- ✕ Emma will complete a training course as a Certified Nursing Assistant.
- ✕ Kris will attend a nursing program at either SDSU or USF.
- ✕ Ashley will receive on-the-job training.
- ✕ After graduating from high school, Chaz will enlist in the U.S. Army and successfully complete basic combat training.
- ✕ August will receive on-the-job training with hand-over-hand assistance from a job coach, direct service professional, or with natural supports.

Independent Living Goals: Example Statements

- ✕ Caroline will live in apartment on her own and receive assistance with money management.
- ✕ Devon will live semi-independently with a roommate in an assisted living environment and utilize public transportation to access his community.
- ✕ After graduation, Kortney will live in a supported apartment setting and independently prepare simple meals and maintain personal hygiene with minimal prompts from a support staff member.
- ✕ Zack will live at home with his parents and receive support from his in-home personal care attendant. He will choose what he wants to wear and then lift his arm to assist his home caregiver with dressing.

Essential Question: Given the data we have, do we anticipate that the student will need supports to prepare to meet his or her goals for living in and accessing the community-- whether independently, with family support, or with agency support?

YES - student needs services and activities to meet his or her goals

Write an Independent Living MPSG for the student

List services and activities to be provided

NO - data suggests student will not need services and activities for this area

After addressing strengths and needs in the PLAAFPs and the team determines an IL MPSG isn't needed (present data to back that up) it must be documented in the PPWN.

Caution...Things to Remember

- Stating that a student has “age-appropriate skills” is not sufficient to determine that he or she does not need to have Independent Living addressed as a post-secondary goal area.
- In the present levels (PLAAFPs), we need to back up statements with data and provide the source of data.
- Document on the PPWN based on the data collected (explaining/showing the why) that an Independent Living (IL) MPSG isn't needed.

Red Flags for Independent Living

- Possible indicators that a student may need goal and services for Independent Living area:
 - Behavior and discipline problems
 - Communication issues
 - Mobility issues
 - Difficulty managing materials or assignments
 - Difficulty managing time and/or money
 - Difficulty managing health care needs
 - Difficulty with task management
 - Teen parenthood
 - Pregnancy
 - Involvement of CPS/Tribal CPS
 - Substance abuse



Measurable Post-Secondary Goals are Updated Annually

Indicator 13 Checklist – Question 3

Are the post-secondary goals **updated** annually?
(Are they becoming more specific as the student moves to exiting)

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③ Updating Measurable Post-Secondary Goals

MPSGs and assessment data must be updated each year starting at age 16.

This is reflected in the Present Levels Section of the IEP (Transition section)

It is a suggested effective practice to bullet the following under the Transition section:

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

Updating Measurable Post-Secondary Goals

Although measurable post-secondary goals may not necessarily change from year to year, the Present Levels (PLAAFPs) must be updated to reflect that the team reviewed the goal(s).

For example, in 8th grade, Jack indicated that he is interested in working in the area of architecture. Further assessment in 9th grade indicates that Jack is now interested in carpentry, and plans to attend the CTE program for carpentry.

OR

For example, in 8th grade, Jack indicated that he is interested in working in the area of architecture. When given an interest inventory in 9th grade, it was determined that Jack continued to have this same goal of working in the area of architecture.

Let's Look at Your IEPs



Guiding Questions

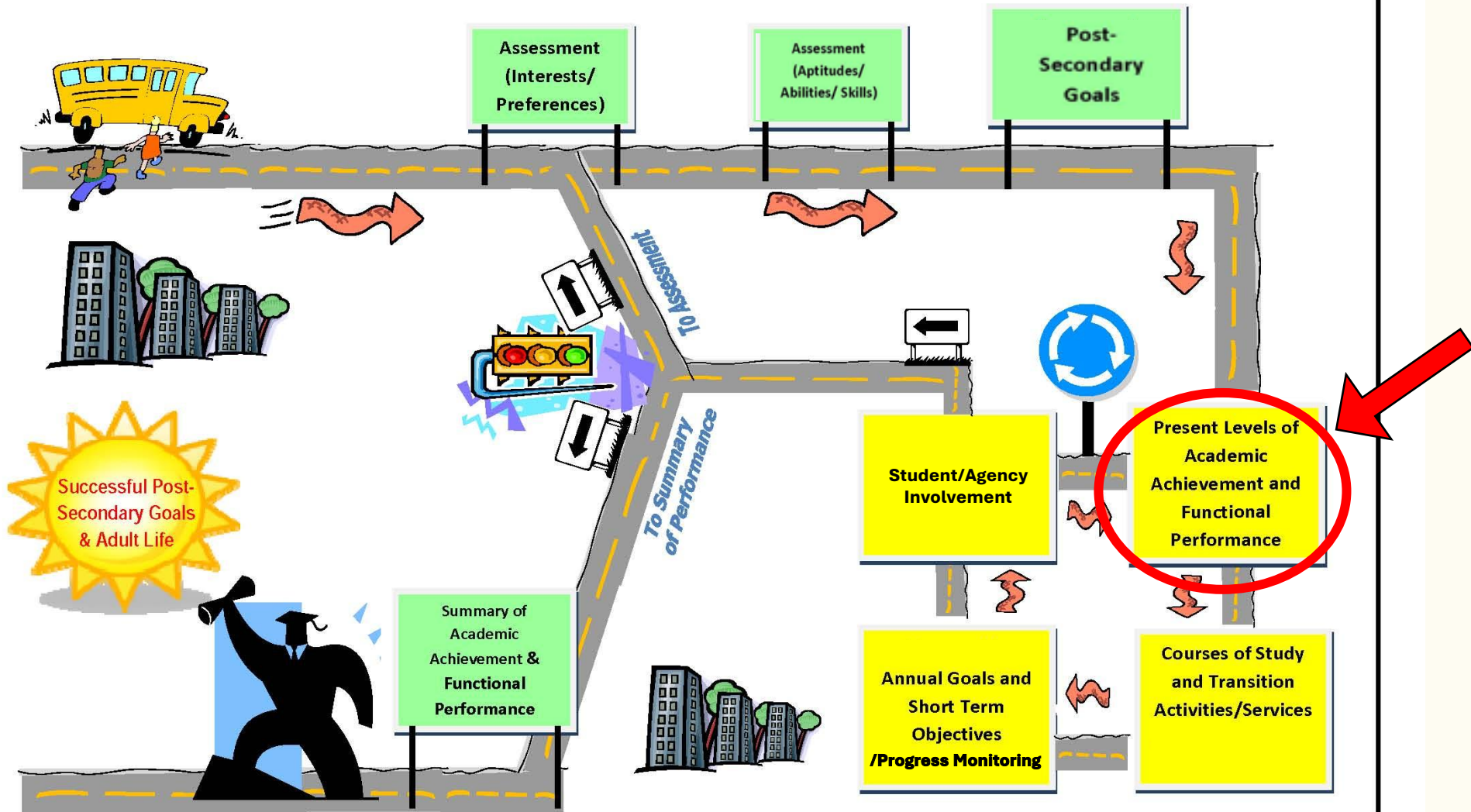
- A. Do present education levels provide evidence that all 3 post-secondary goal areas have been considered?
- B. Is there a measurable post-secondary goal for Education/Training?
- C. Is there a measurable post-secondary goal for Employment?
- D. Is there a measurable post-secondary goal for Independent living or a statement that the area was addressed by the IEP team?*
- E. Are the measurable post-secondary goal(s) written to occur after the student graduates from school?
- F. Is there evidence that the measurable post-secondary goal(s) were updated annually?

***Reminder:** If the post-secondary area of **Independent Living** is **NOT** selected, present levels **must** provide data and evidence to support that decision and it needs to be documented in the PPWN.

Questions

What questions on MPSSGs do you have for your own students?

Secondary Transition in a Standards Aligned System: Roadmap



**Describe the student's Present Levels of Academic
Achievement / Functional Performance (PLAAFP)**
(incorporating Assessment data)

What are the PLAAFPs?

- Describes the student
- Describe *instructional* level versus *grade* level expectations
- Refer to summative, formative, benchmark assessments (and diagnostic as appropriate)
- Directly relate to assessments and evaluation information
- Provide information on student's rate of *progress*
- Guide the development of IEP *goals* and objectives

Present Levels Must

- Be data driven-precise, measurable and observable.
- Provide a starting point (baseline) for development of measurable annual goals.
- Address each post-secondary transition *goal* area
- Be *relevant, useful* and *understandable*
- Incorporate information from all team members
- Describe effect of disability on performance
- Identify *strengths* and prioritize *needs*
- Guide development of other areas of the IEP

Before You Write Present Levels

- Introduce the student with a succinct, clear statement that includes information such as...
 - Name, age, grade
 - Disability
 - School attending
 - Anticipated year of graduation
 - Type of program and services currently receiving
 - Their Measurable Post-Secondary Goals – education/training, employment, and independent living (when appropriate)

Address Each Bullet on the IEP

- Present levels of academic performance
- Present levels of functional performance
- Present levels related to current post-secondary transition goals (if student is 16, or younger if determined by the IEP team)
- Parental concerns for enhancing the education of the student
- How student's disability affects involvement and progress in general education curriculum
- Strengths
- Academic, developmental, and functional needs related to the student's disability

Present Levels of Academic Achievement

- Input from teachers is essential
 - Observations, reports, grades, class participation, organizational skills, formative assessment
 - Effective specially designed instruction
 - Strengths & areas of weakness or errors
- Guides the development of IEP goals and objectives
- How does the student's current performance relate to reaching his/her future goals?

Present levels of Functional Performance

- Functional Behavior Assessment and Behavior Data
- Social Skills
- PT, OT, Mobility
- Self help; Activities of Daily Living (ADL)
- Organizational Skills
- Progress monitoring data specific to any related service goals
- Recreation, community participation
- Relevant social and health information
- Summary of agency support
- How does the functional performance relate to the student reaching his/her future goals?

Present Levels of Functional Performance Describing Behaviors

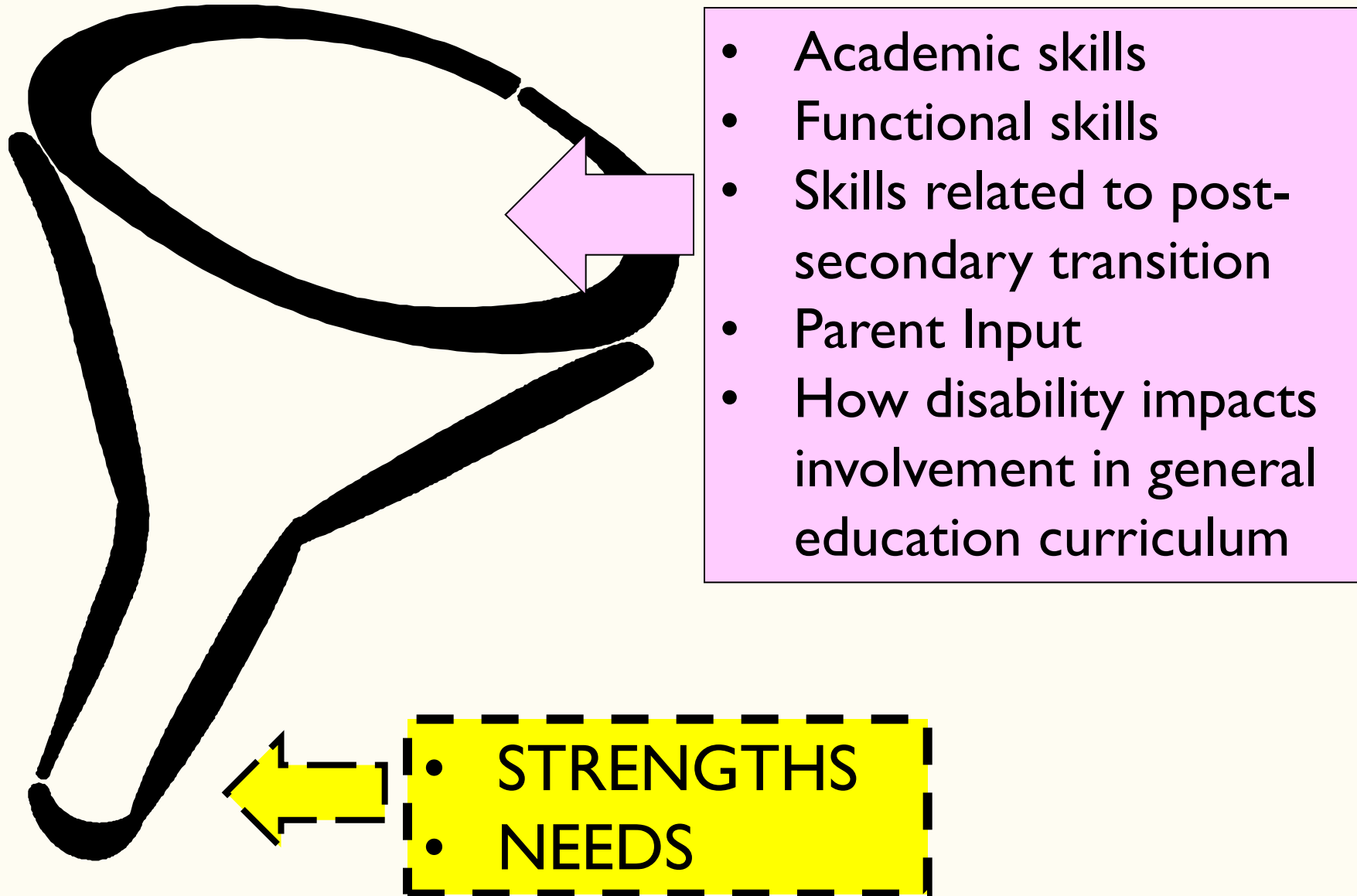
Description should answer these questions:

- What specific type of behavior does the student exhibit?
- Approximately how frequently does this occur?
- What is happening or under what circumstances does the behavior typically occur?
- What is the consequence for the behavior?
- What is the perceived function of the behavior (result of FBA)?
- What does the student say about his/her behavior?

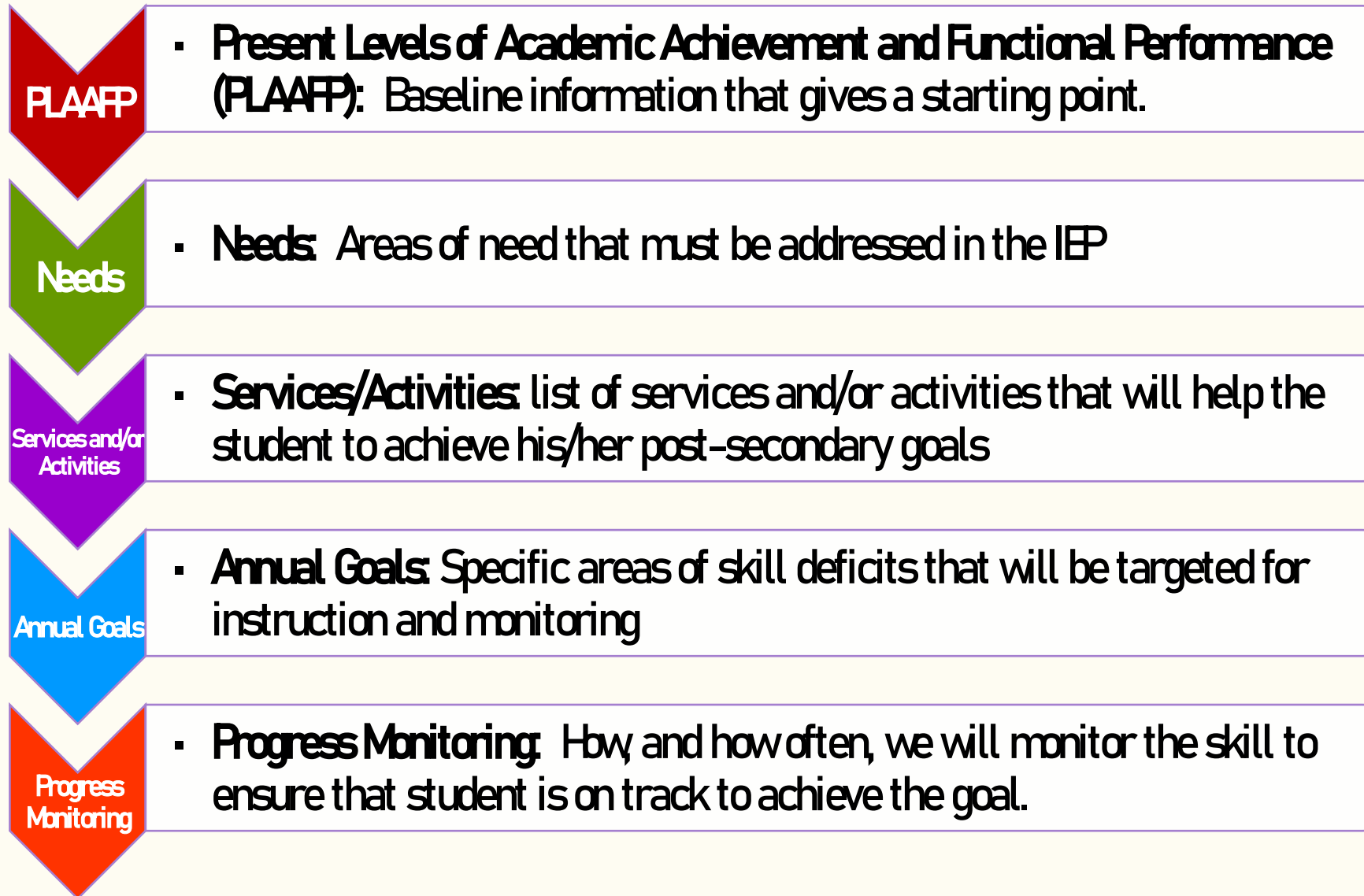
Present Levels Related to Current Post-Secondary Transition Goals

- There needs to be a separate written Transition Assessment Report that includes the Transition Assessment results aside from writing the student's Transition strengths and needs gained through assessing in the PLAAFPs
 - Name and date of assessments administered
 - Describe results of assessments of interests & preferences
- Describe the student's goals for each of the three areas
 - Post-Secondary Education and Training
 - Employment
 - Independent Living
- Remember that if IL goal area is not needed, the present education levels must document WHY.
- Measurable Post-Secondary Goals must be updated each year
- Include a statement regarding agency involvement – appropriate to student's situation and age

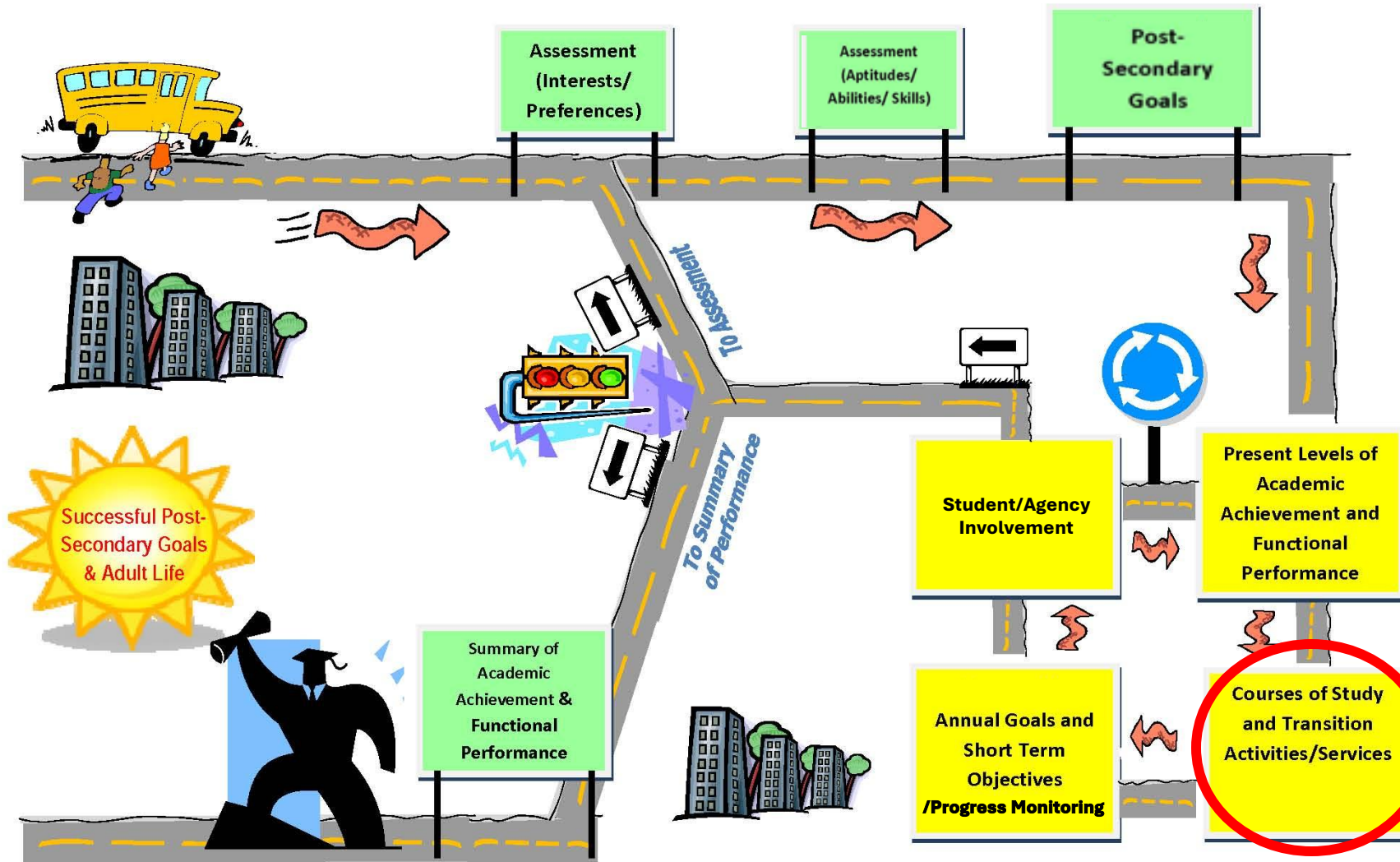
Present Levels



Alignment: Present Ed Levels to Goals



Secondary Transition in a Standards Aligned System: Roadmap



Courses of Study

Indicator 13 Checklist – Question 4

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

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④ What are Courses of Study?

- Part of the “coordinated set of activities” that helps student move from high school to identified post-secondary goals
- Support academic and functional achievements
- Should promote graduation by meeting district standards
- Courses should be aligned with Measurable Post-Secondary Goals
- Course of Study must reflect current year’s courses until the student either graduates or ages out.

note: Don't just put the word elective – be specific

Let's Look at Your IEPs



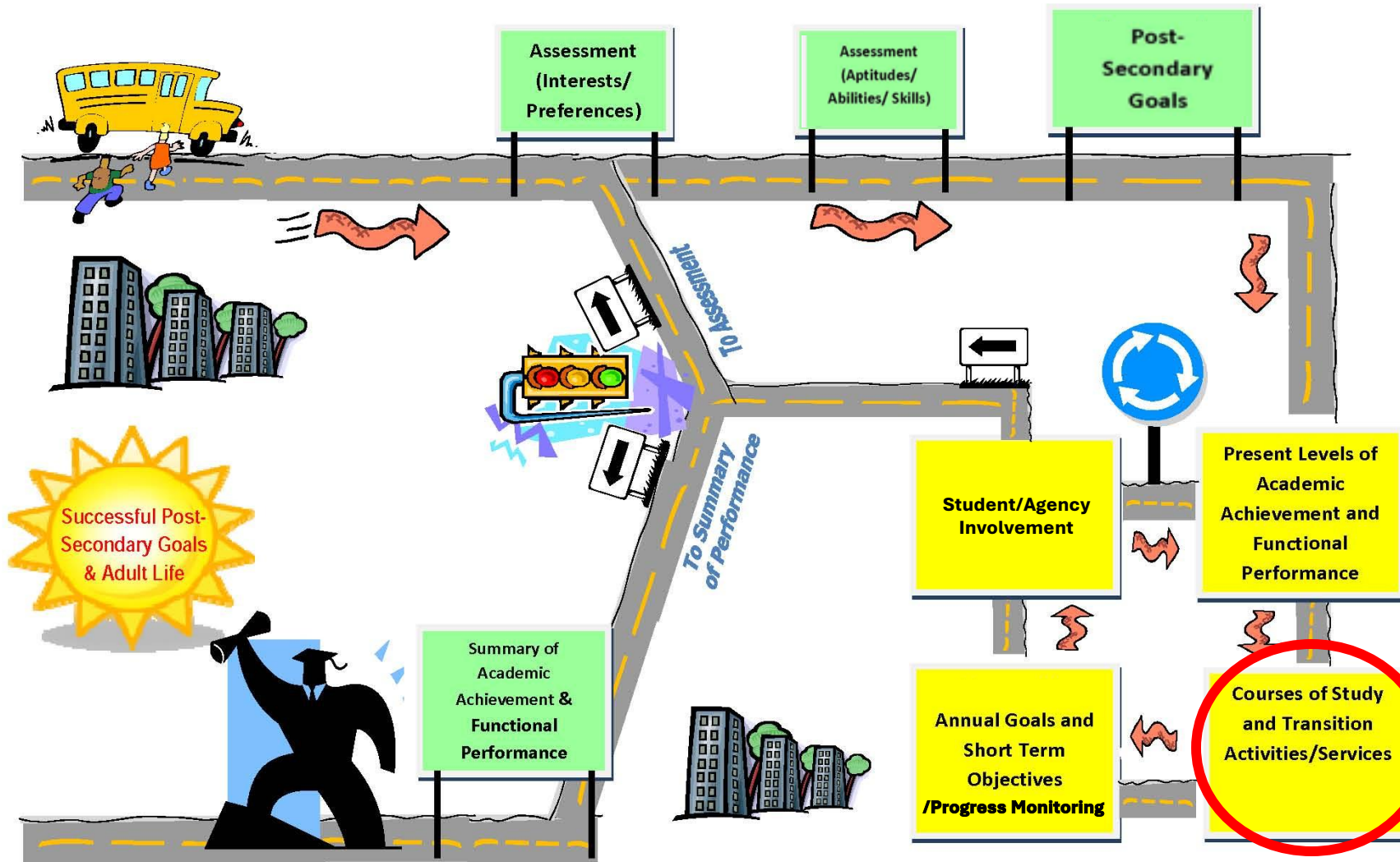
Guiding Questions

- A. Do the courses listed align with the student's post-school goal(s)?**
- B. Does the student's IEP accurately reflect the student's current schedule?**

Questions

**What questions on the Courses of Study
do you have for your own students?**

Secondary Transition in a Standards Aligned System: Roadmap



Transition Services/Coordinated Set of Activities

Indicator 13 Checklist – Question 5

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

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⑤ What are Transition Services / Activities?

- Action steps that support the student's movement towards post-secondary goal areas
- Each measurable post-secondary goal area must have:
 - At least one SERVICE tied to Annual Goal to address skill deficit (e.g., reading, writing, behavior, organization, etc.)
 - or
 - At least one ACTIVITY - other activities that help the student reach his/her goal *(next slide)*

Example *Services*...

ADDRESS SKILL DEFICITS & LEAD TO MEASURABLE ANNUAL GOAL & PROGRESS MONITORING

- Explore city/county transportation options
- Learn to use a guide dog effectively
- Initiate peer interaction
- Improve skills with budgeting, time management, algebraic equations, etc.
- Self-advocacy skills
- Self-determination skills

Example *Activities*...

Provided to help student achieve post-secondary goals, BUT DON'T NEED MEASURABLE ANNUAL GOALS

- Visit a college or job fair
- Complete a virtual tour
- Complete career portfolio
- Job shadow 4 hours per 9 wks.
- Meet with guidance counselor to review graduation plan
- Senior project
- Consider applying for Voc Rehab
- Support for voter registration
- Attend Catch the College Wave or Let's Talk Work event

Post-Secondary Education/ Training: Examples of Activities

- Explore post-secondary programs
- College fairs
- Look into submitting college applications
- College visits
- Identify their accommodations
- Contact Disability Services Office
- Sign up and take ACT
- Practice disability disclosure
- Meet with military recruiters
- Consider attending a Catch the College Wave event



Employment: Examples of Activities



- Career exploration
- Career portfolio
- Job fairs
- Draft resume
- Take career interest inventories
- Job shadowing
- Resume writing
- Work experience
- Explore Job Accommodations Network
- Look into applying for Voc Rehab
- Consider attending a Let's Talk Work event
- Participate in Project Skills
- Take ASVAB
- Practice memorizing Social Security Number

Independent Living: Examples of Activities

- Learning about transportation options
- Look into registering to vote
- Looking into getting a Driver's License, state ID, or Tribal ID
- Check listings for apartments
- Visiting community recreational facilities
- Look into applying with the Division of Developmental Disabilities
- Look into getting a bus pass
- Consider applying for the Youth Leadership Forum (YLF)
- Practice taking medications independently
- Explore guardianship options
- Practice budgeting skills
- Practice basic food preparation
- Look into opening a bank account
- Look into applying for Supplemental Security Income (SSI) and talk to a Benefits Specialist
- Develop a personal fitness routine
- Practice operating a washer, dryer, dishwasher, microwave

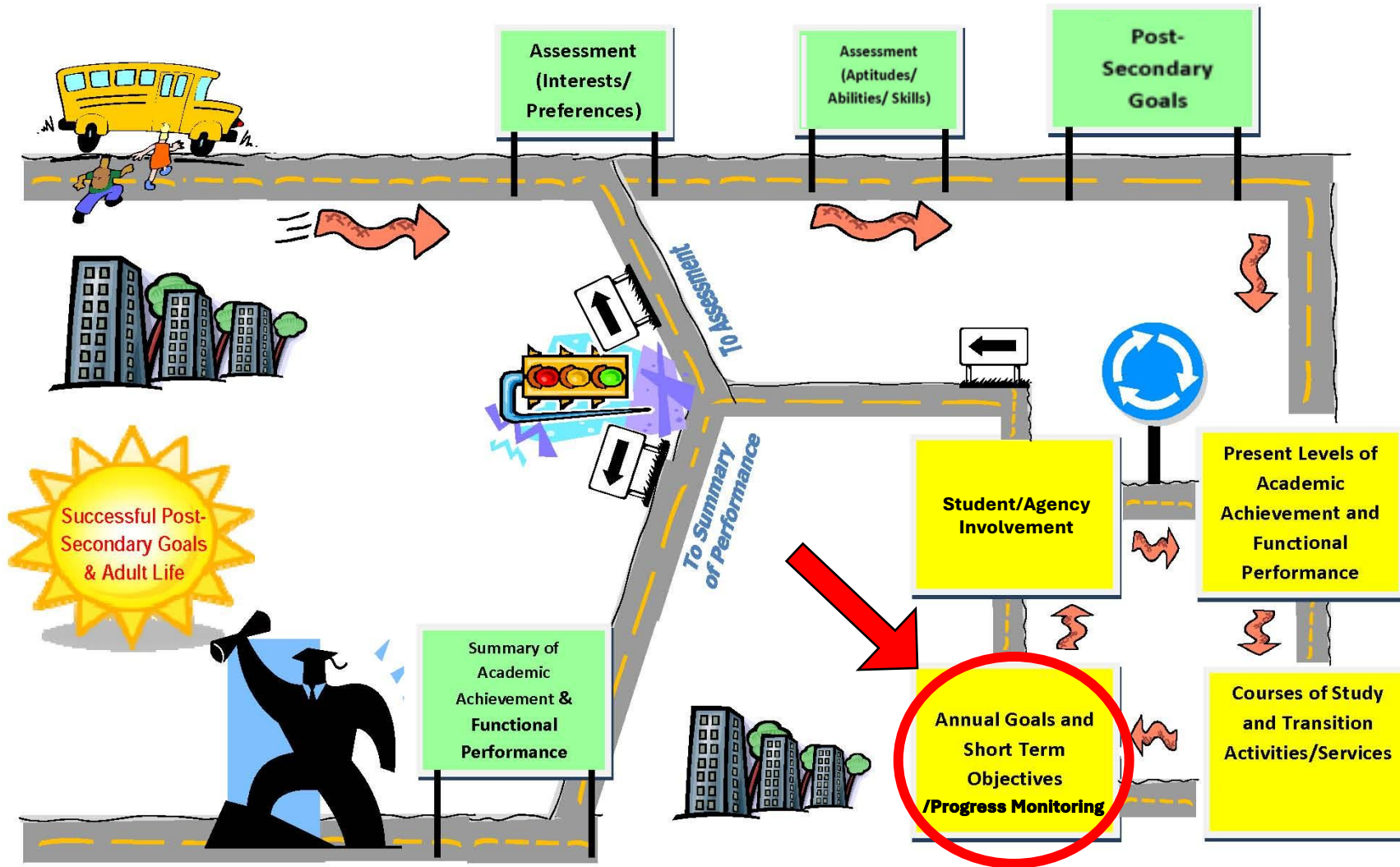
Let's Look at Your IEPs



Questions

What questions on the **Transition Services/Coordinated Set of Activities** page do you have for your own students?

Secondary Transition in a Standards Aligned System: Roadmap





Annual Goals



Indicator 13 Checklist – Question 6

Is there an **annual goal** (are there annual goals) related to the student's transition service needs?

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⑥ Annual Goals

- Build skills (identified in Needs)
- Communicate expectations – projects student performance at the end of one year of instruction
- Begin from baseline of skill (present levels)
- Contains measurable, countable data.
- Linked to Measurable Post-Secondary Goals
- Are written to include progress monitoring.

Annual Goals and Objectives

What they are NOT

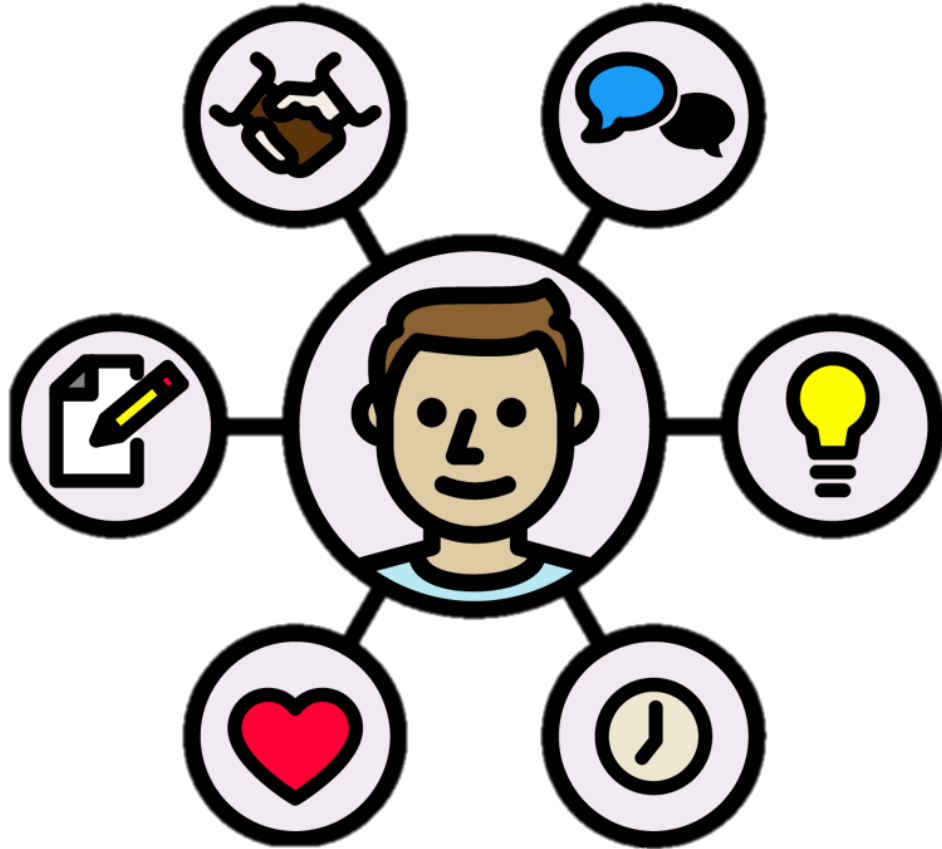
- **NOT** curriculum
- **NOT** for subject areas
- **NOT** grade averages or passing a course
- **NOT** only for students instructed in special education classes
- **NOT** activities such as visiting a college fair or job shadowing

Annual Goals Must Be Skill-Building

In order that the student is able to:

- **Access, participate, and make progress in the general curriculum and the life of the school/community,**
- **AND progress towards his/her measurable post-secondary goals...**
- **Must build skills.**
- Goals must focus on an area of need that will make the biggest difference to the student.

SKILLS that might be needed for Secondary Students ...



- Organizational skills
- Social Skills
- Time Management Skills
- Dexterity Skills
- Communication Skills
- Self Help Skills
- Travel Skills
- Mobility Skills
- Task-related skills
- Self Determination and Self Advocacy Skills
- Academic Skills

Annual Goals

Four required parts:

1. Condition
2. Student's Name
3. Target Skill/Behavior
4. Criteria (how well/how often)

Annual Goals – 1. Condition

- Describes the situation in which the student will perform the behavior (e.g., accommodations, assistance provided prior to or during assessment)
- Describes material that will be used to evaluate the learning
- May describe the setting for evaluation
- Examples:
 - During lunch breaks on the job ...
 - Given picture checklists to follow
 - Using graphic organizers for writing assignments...
 - Using grade level passages...
 - Given a two-step direction...
 - Given a grocery list and \$20...
 - Using the alarm feature on his cell phone...

Annual Goals – 2. Student's Name

- Should not be a problem!
- Caution if using “copy/paste”
 - Names
 - Pronouns (she/he and him/her)

Annual Goals – 3. Target Skill/Behavior

- Describe the skill/behavior in measurable and observable terms
- Ask yourself...what will the student actually *DO*?

Examples:

- Say, print, write, read orally, point to, solve...

Non-examples:

- Understand, know, recognize, behave, comprehend, improve...

Annual Goals – 4. Criteria

3 Parts of the Criteria:

1. Criterion Level

- How well the level the student must demonstrate for mastery

2. Number of Times Needed to Demonstrate Mastery

- How consistently the student needs to perform the skill(s) before it's considered "mastered"

3. Evaluation Schedule

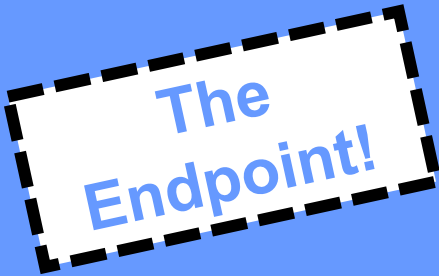
- How frequently the teacher plans to assess the skill
- HOW progress will be monitored

Example Language for Criteria

“How Well?”

- ___% of time
- ___% accuracy
- __ out of ___ times
- with # correct
- with ___or fewer errors
- with __ out of __ points on rubric or checklist
- words/digits/ correct per minute
- with no more than ___ occurrences of...
- with an ___or better on skill specific rating scale
- earning ___% of possible points per day
- with “x” movement on a prompting hierarchy
- independently

Example Language for Criteria

Times to mastery “How Consistently?”	Evaluation Schedule “How Frequently will we monitor progress?”
■ 3 of 5 random trials ■ 5 consecutive trials ■ 4 out of 5 trials  The Endpoint!	■ Daily (<i>seldom used for progress monitoring because instruction needs to occur between monitoring opportunities</i>) ■ 2 times per week ■ Weekly ■ Biweekly ■ Tri-weekly ■ <i>Note: “Quarterly” is not often enough!</i>

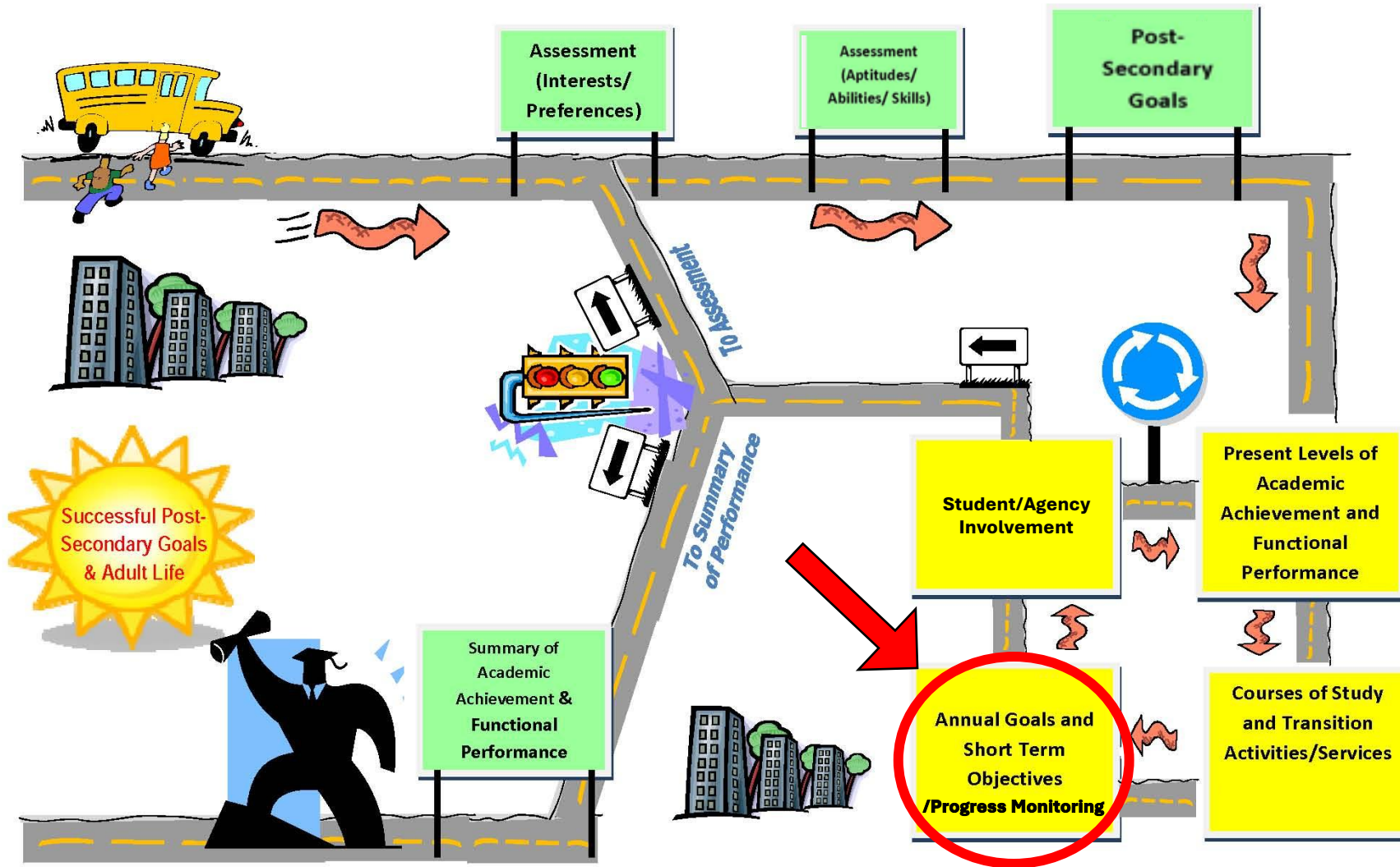
Measurable Annual Goals at a Glance

Condition	Name	Target Skill/Behavior	Criteria		
Describe the situation in which the student will perform the behavior. <i>Materials, settings, accommodations?</i> Examples: Given visual cues... During lectures in math... Given active response checks...	Use the Student's Name	Describe skill/behavior in <u>measurable, observable</u> terms. Use action verbs. <i>What will s/he actually DO?</i> Examples: Locate Name Point Separate Rank Choose	The <u>level</u> the student must demonstrate for mastery: <i>How well?</i> Examples: % of the time #times/# times With the # or % accuracy "X" or better on a rubric or checklist.	<u>Number of times</u> needed to demonstrate mastery: <i>How consistently?</i> How consistently will the student need to perform the skill(s) before considered "mastered?"	<u>Evaluation Schedule:</u> <i>How often?</i> How often will the student be assessed? AND : What will be the method of evaluation?

Formula for writing an annual goal that supports the postsecondary goal:

Given	condition	,	(student)	will	(behavior)	(criteria)	(time frame)
	(teaching strategies)				or skill	e.g., 3 out 4 times	(by June 20__)
	e.g., direct instruction					80%	
	modeling						
	peer tutoring						

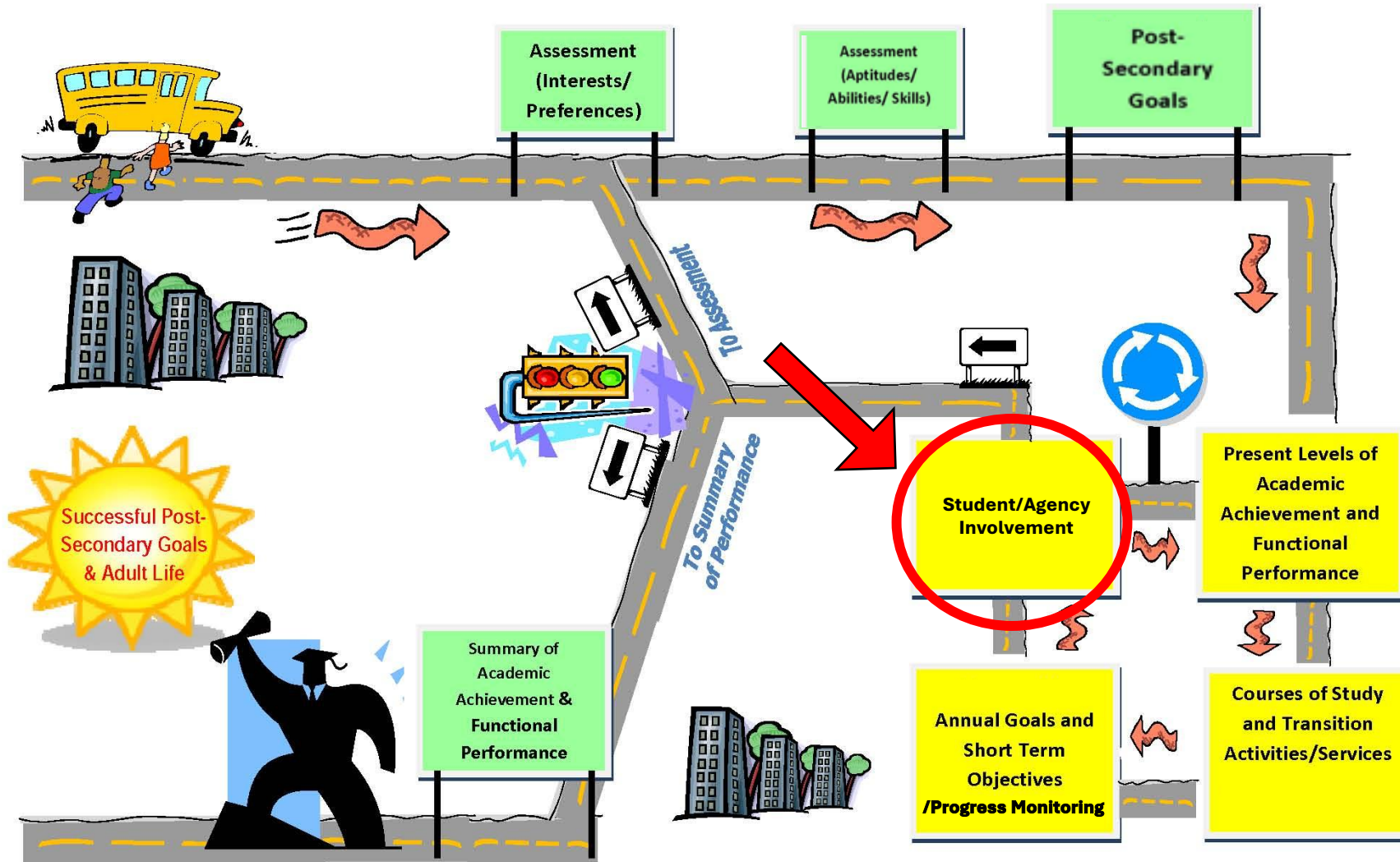
Secondary Transition in a Standards Aligned System: Roadmap

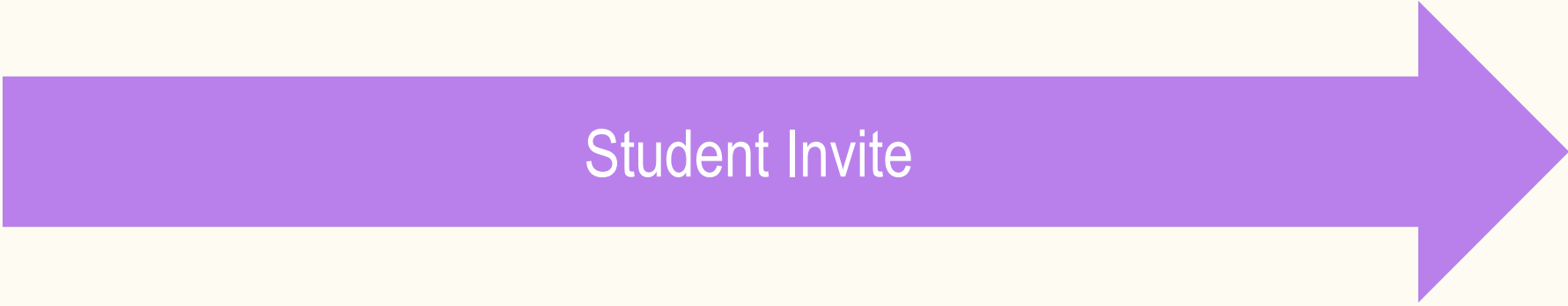


Progress Monitoring

- It is impossible to progress monitor goals if they are not clear and measurable.
- In order to write clear and measurable goals, one needs to have clear and measurable present levels.
- Therefore, we must **start with clear and measurable Present Levels of Academic Achievement and Functional Performance (PLAAFP)**

Secondary Transition in a Standards Aligned System: Roadmap





Student Invite



Indicator 13 Checklist – Question 7

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

ARSD 24:05:25:16:01

⑦ Student Invitation to IEP Meeting

- Revised on 6/30/15 – removing the requirement to use two separate invitations to participate in the Individualized Education Program Team for transition planning/services
- 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 additionally 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.

Meeting Notice Form



MEETING NOTICE
ARSD 24:05:27:01.01 & 24:05:25:16

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

A meeting has been scheduled on (date and time) _____ at _____ am/pm, CST/MST.

The meeting will be held at (location) _____ in _____.

PURPOSE FOR MEETING:

- ☐ Discuss evaluation results
- ☐ Determine eligibility for special education/related services
- ☐ Develop an Individual Education Program (IEP)
- ☐ Amendment to your child's IEP
- ☒ Transition planning (consider postsecondary goals and transition services): For a child who is or will be 16 years of age or older during the duration of this IEP
- ☐ Other (specify) _____

As required by federal and state law, in addition to you, we will have the following people at the IEP meeting:

- ☐ General Education Teacher ☐ Special Education Teacher or Provider ☐ School Representative
- ☐ Individual who can interpret the evaluation results

Other (include titles of individuals): _____, _____, _____

If the purpose of the meeting is the consideration of post-secondary goals and transition services for your child, we will be inviting, (student name) _____ to attend the meeting.

With parent consent, the following agency(ies) representative(s) have been invited to attend the meeting:

Parents may invite other individuals who have knowledge or special expertise regarding their child, including related service personnel as appropriate. For the initial IEP of a child previously served in Part C, at the request of the parent, the school district will invite the Part C service coordinator/representative.

If these arrangements are not convenient for you, please contact _____ at _____.

Parental Rights Resources:

You have protections under procedural safeguards. If you need a copy of these procedural safeguards or assistance understanding your protections, please contact the person noted above or South Dakota Parent Connection at 1-800-640-4553.

(District Reference Only) Reasonable effort was made to gain parent participation:

1 st Contact Date _____	Method _____	Response _____
2 nd Contact Date _____	Method _____	Response _____
3 rd Contact Date _____	Method _____	Response _____



MEETING NOTICE
ARSD 24:05:27:01.01 & 24:05:25:16

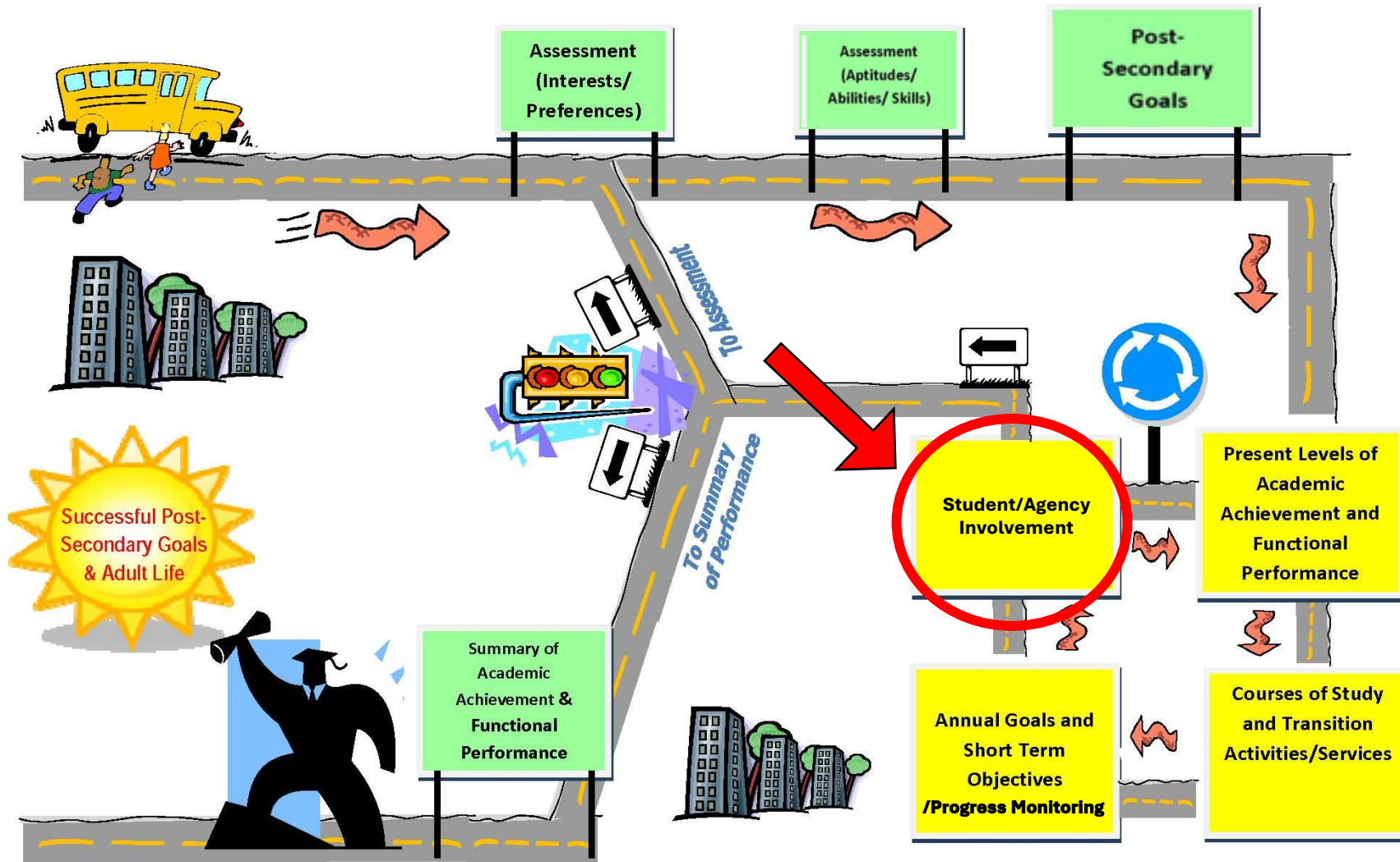
(The section below is not a State requirement; it is a District option for documenting parental participation.)

Parent/Guardian Acknowledgement of Notice for (student name) _____ :

- ☐ I will attend the meeting as scheduled.
- ☐ I will participate in the meeting by phone or other means. I can be reached at the following phone number on the date/time mentioned above _____.
- ☐ I am unable to attend the meeting as scheduled above and would like to reschedule the meeting to another date and time. I am available to attend a meeting on the following dates and times _____.
- ☐ I am unable to attend the meeting to develop, review, or revise the IEP. I understand the meeting will proceed without my attendance. I will receive a copy of the IEP after the meeting is conducted.

Parent/Guardian _____ Date _____

Secondary Transition in a Standards Aligned System: Roadmap



Establish Transition Team Partnerships

Student

Parent

Educators including CTE

Agency

Community

Agency Invitation/Participation

Indicator 13 Checklist – Question 8

If appropriate, is there evidence that a representative of any **participating agency** was invited to the IEP team meeting with prior consent of the parent or student who has reached the age of majority (consent form)? (If team did not invite, document on PPWN if considered or rejected.)

ARSD 24:05:25:16:01

8 When to Invite Agency to IEP Meeting

Invite agency.

- If likely to provide or pay for transition services
- Only with parent or student of the age of majority's permission

Agency involvement is based on *individual* needs

- Younger students' involvement with outside agencies might be limited
- Agency involvement may vary by region

Document agency involvement in present levels section of the IEP under secondary transition.

Putting "Agency Involvement" as a separate bullet in this section is helpful

Process for Inviting Outside Agencies to IEP Meeting

- 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 Agency For Postsecondary Transition Services Form

CONSENT TO INVITE OUTSIDE AGENCY FOR POSTSECONDARY TRANSITION SERVICES ARSD 24:05:25:16.01

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

Meeting Notice Form



MEETING NOTICE ARSD 24:05:27:01.01 & 24:05:25:16

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

A meeting has been scheduled on (date and time) _____ at _____ am/pm, CST/MST.

The meeting will be held at (location) _____ in _____.

PURPOSE FOR MEETING:

- ☐ Discuss evaluation results
- ☐ Determine eligibility for special education/related services
- ☐ Develop an Individual Education Program (IEP)
- ☐ Amendment to your child's IEP
- ☐ Transition planning (consider postsecondary goals and transition services): For a child who is or will be 16 years of age or older during the duration of this IEP
- ☐ Other (specify) _____

As required by federal and state law, in addition to you, we will have the following people at the IEP meeting:

☐ General Education Teacher ☐ Special Education Teacher or Provider ☐ School Representative

☐ Individual who can interpret the evaluation results

Other (include titles of individuals): _____, _____, _____

If the purpose of the meeting is the consideration of post-secondary goals and transition services for your child, we will be inviting, (student name) _____ to attend the meeting.

With parent consent, the following agency(ies) representative(s) have been invited to attend the meeting:

Parents may invite other individuals who have knowledge or special expertise regarding their child, including related service personnel as appropriate. For the initial IEP of a child previously served in Part C, at the request of the parent, the school district will invite the Part C service coordinator/representative.

If these arrangements are not convenient for you, please contact _____ at _____.

Parental Rights Resources:

You have protections under procedural safeguards. If you need a copy of these procedural safeguards or assistance understanding your protections, please contact the person noted above or South Dakota Parent Connection at 1-800-640-4553.

(District Reference Only) Reasonable effort was made to gain parent participation:		
1 st Contact Date _____	Method _____	Response _____
2 nd Contact Date _____	Method _____	Response _____
3 rd Contact Date _____	Method _____	Response _____



MEETING NOTICE ARSD 24:05:27:01.01 & 24:05:25:16

(The section below is not a State requirement; it is a District option for documenting parental participation.)

Parent/Guardian Acknowledgement of Notice for (student name) _____:

- ☐ I will attend the meeting as scheduled.
- ☐ I will participate in the meeting by phone or other means. I can be reached at the following phone number on the date/time mentioned above _____.
- ☐ I am unable to attend the meeting as scheduled above and would like to reschedule the meeting to another date and time. I am available to attend a meeting on the following dates and times _____.
- ☐ I am unable to attend the meeting to develop, review, or revise the IEP. I understand the meeting will proceed without my attendance. I will receive a copy of the IEP after the meeting is conducted.

Parent/Guardian _____ Date _____

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.

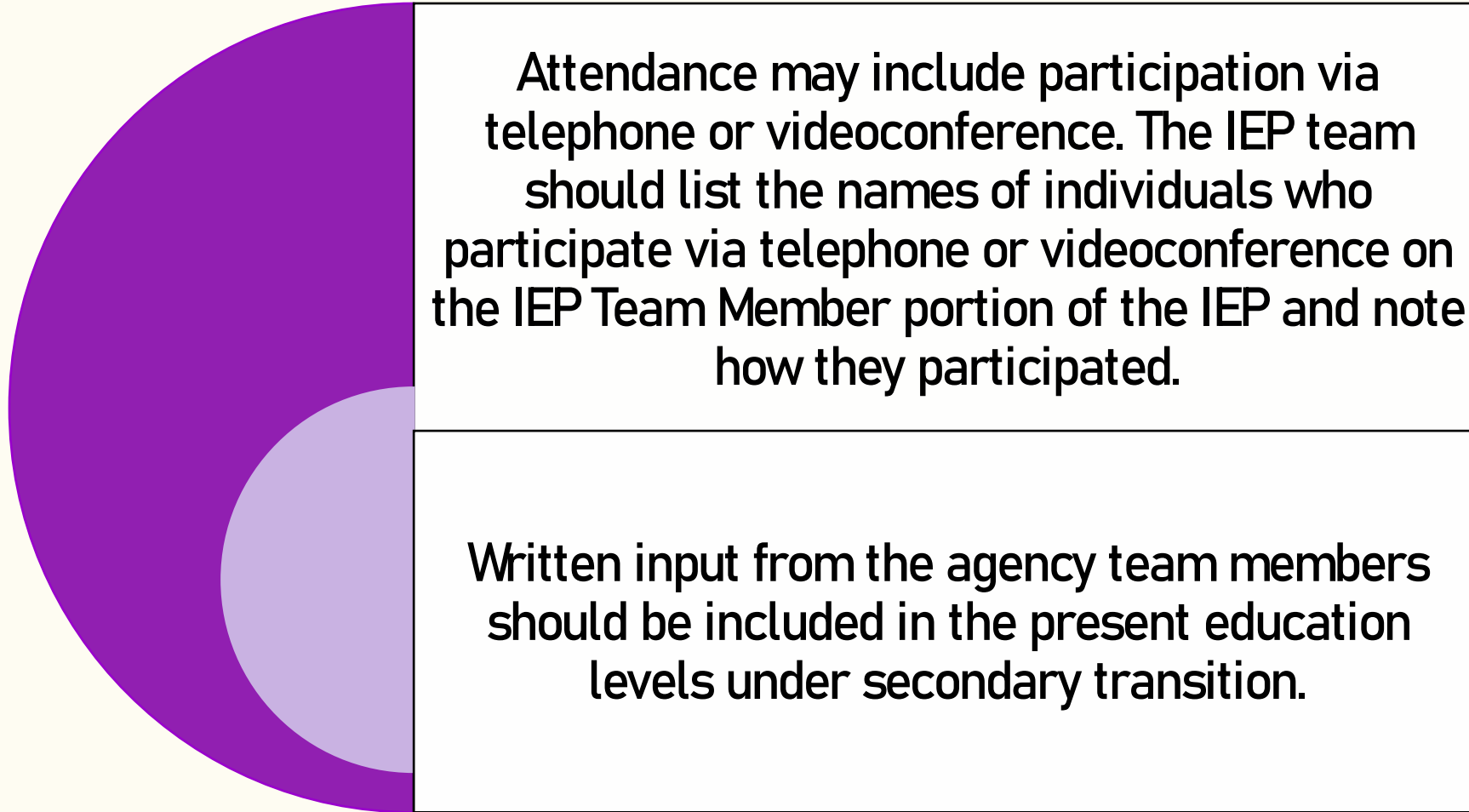
2

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.

Documentation on IEP Team Participation by an Agency Representative



Sample IEP Statements

Representatives from agencies were invited with parent or student of majority age's permission;
OR

Parent or student of majority age refused to consent to inviting outside agency personnel; OR

Although the agency did not participate in the IEP meeting, parents and students were provided with information about upcoming agency involvement

Sample Agency Statement

Bob and his family were provided with information regarding the supports provided through Vocational Rehabilitation (VR). Bob is scheduled for an intake with a VR Counselor during the Fall of 2026. The district's VR Counselor was invited to his current IEP meeting.

Examples of Agencies in South Dakota

- Division of Rehabilitation Services – Voc Rehab (VR)
- Division of Service to the Blind and Visually Impaired (SBVI)
 - Division of Developmental Disabilities (DDD)
 - SD Department of Labor & Regulations (DLR)
 - Community Support Providers (CSP)
 - Family Support 360 Program (FS360)
 - SD Benefits Specialist Network (SDBSN)
 - Mental Health Centers
 - Job Corps
- SD Deaf Resources & Outreach Programs (SDDROP)
- Centers for Independent Living – Independent Living Choices (ILC) and Western Resources for Independent Living (WRIL)

Let's Look at Your IEPs



Guiding Questions

A Does the IEP (Present Levels) include information regarding agency involvement?

Representatives from agencies were invited with parent permission and it was documented in the IEP

OR

Parents refused to consent to inviting outside agency personnel and it was documented in the IEP

Questions

What questions or struggles are you having when it comes to the consent to **invite outside agencies** or having agency personnel attend?

ADDITIONAL TRANSITION REQUIREMENTS

TRANSFER OF RIGHTS

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.
- Guardianship Resources:
 - [Parent Connection: Preparing for the Future... Understanding Guardianship and Alternatives](#)
 - [Guardianship-Infographic-ParGuar](#)

Measurable Postsecondary Goals (MPSG) Based on Age-Appropriate Assessment

(Required on or before the student's 16th birthday) OSEP guidance requires at least one linked annual goal AND at least one service/activity for each MPSG identified. Assessment results should determine which MPSGs are addressed.

Employment: _____ (see linked annual goal(s) # _____)

Education/Training: _____ (see linked annual goal(s) # _____)

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

Transition Course of Study

(Required on or before the student's 16th birthday) (Complete for current school year through the planned exit year)
(Should relate to and help the student to progress towards achievement of the Measurable Postsecondary Goals above)

Grade	Grade	Grade	Grade	Grade

Comments: _____

Transfer of Parent/Guardian Rights (Must be addressed on or before the 17th birthday).

Student will turn 17 on _____. Student was informed of this transfer of rights on _____ (Date).

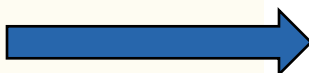
Graduation or Completion of an Approved Program (Must be addressed at least one year prior to graduation date.)

Student is to graduate/complete program: _____ (Date)

Individualized district specific requirements and remaining courses needed to complete an approved secondary education program:

Summary of Performance – (For students who are graduating with a regular diploma or aging out of special education)
A summary of the student's academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the student's postsecondary goals, is required. A suggested form and instructions are available on the Special Education Programs website.

One Year Follow-Up – (For students who are graduating, aging out, or have dropped out)
Students will be contacted by a contracted agency one year after exiting to determine their status in regards to employment, postsecondary school, and other outcomes.



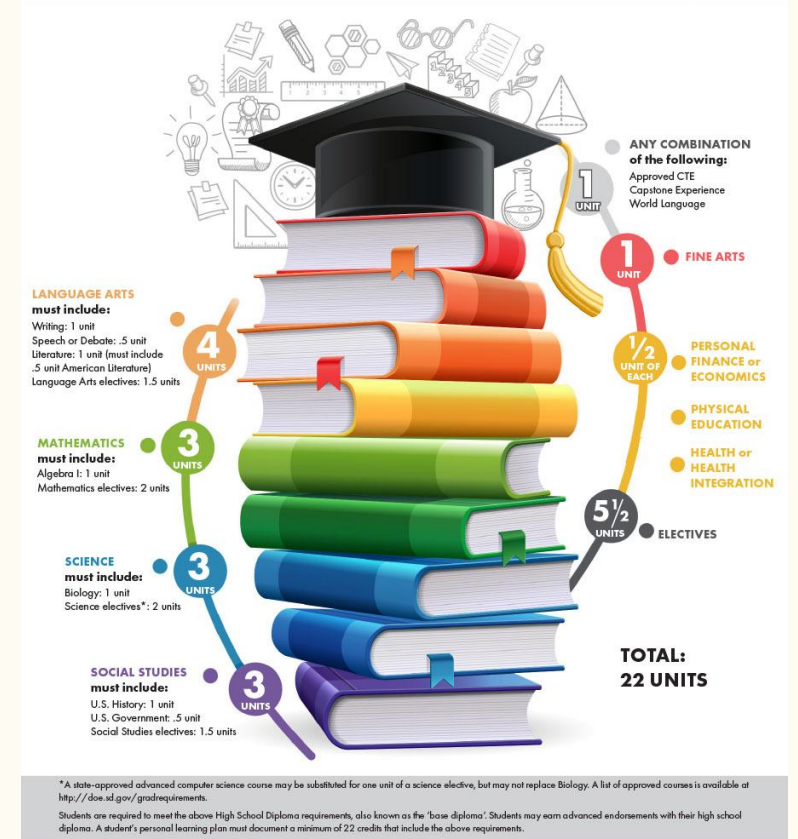
GRADUATION REQUIREMENTS

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.

South Dakota High School Graduation Requirements

Approved by the South Dakota Board of Education Standards in July 2018



Measurable Postsecondary Goals (MPSG) Based on Age-Appropriate Assessment

(Required on or before the student's 16th birthday) OSEP guidance requires at least one linked annual goal AND at least one service/activity for each MPSG identified. Assessment results should determine which MPSGs are addressed.

Employment: _____ (see linked annual goal(s) # _____)

Education/Training: _____ (see linked annual goal(s) # _____)

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

Transition Course of Study

(Required on or before the student's 16th birthday) (Complete for current school year through the planned exit year)
(Should relate to and help the student to progress towards achievement of the Measurable Postsecondary Goals above)

Grade	Grade	Grade	Grade	Grade

Comments: _____

Transfer of Parent/Guardian Rights (Must be addressed on or before the 17th birthday).

Student will turn 17 on _____. Student was informed of this transfer of rights on _____ (Date).

Graduation or Completion of an Approved Program (Must be addressed at least one year prior to graduation date.)

Student is to graduate/complete program: _____ (Date)

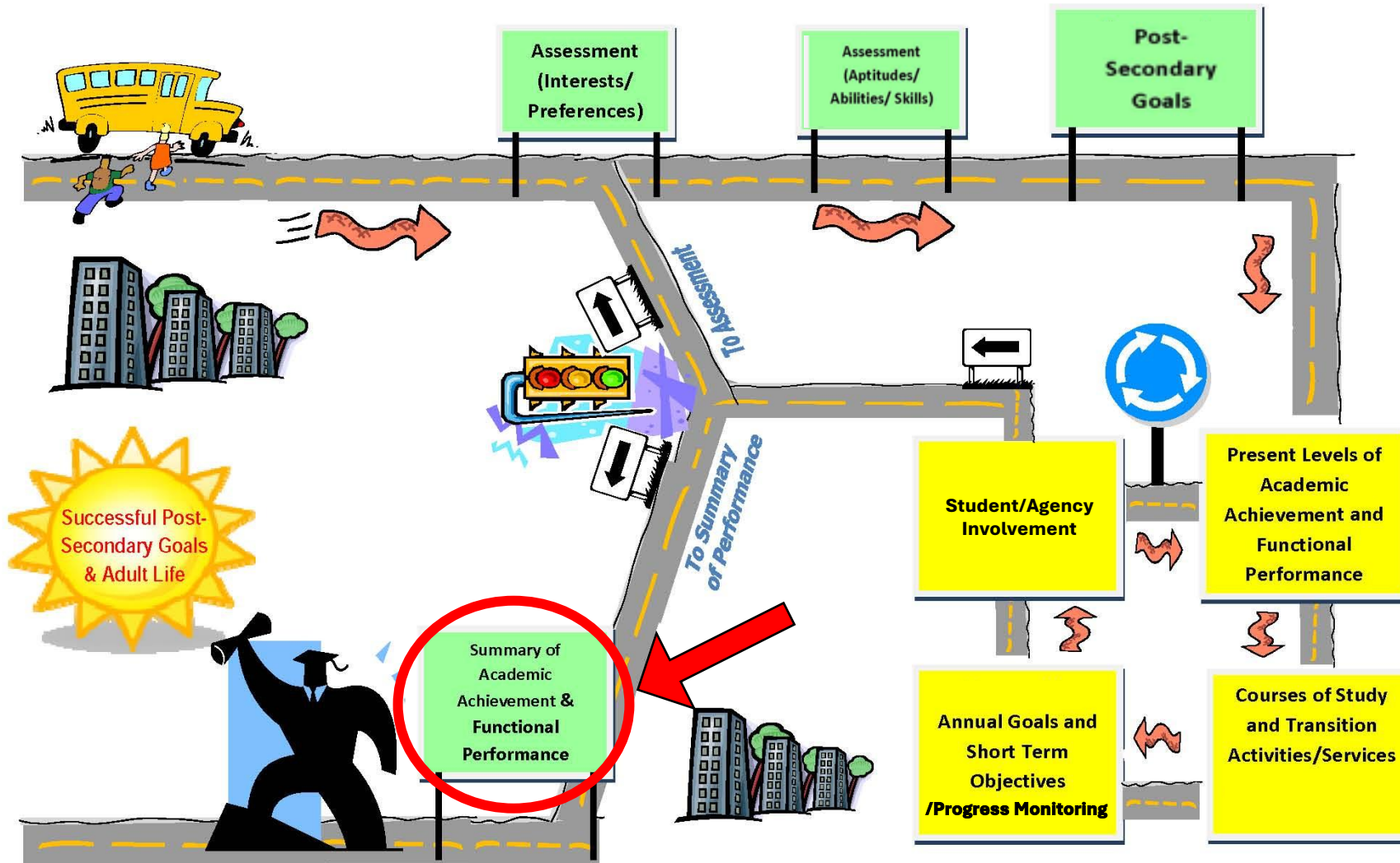
Individualized district specific requirements and remaining courses needed to complete an approved secondary education program:

Summary of Performance – (For students who are graduating with a regular diploma or aging out of special education)
A summary of the student's academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the student's postsecondary goals, is required. A suggested form and instructions are available on the Special Education Programs website.

One Year Follow-Up – (For students who are graduating, aging out, or have dropped out)
Students will be contacted by a contracted agency one year after exiting to determine their status in regards to employment, postsecondary school, and other outcomes.



Secondary Transition in a Standards Aligned System: Roadmap



SUMMARY OF PERFORMANCE

IDEA 2004 Requirement:

Summary of Academic Achievement and Functional Performance

“For a child whose eligibility under special education terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility, the local education agency shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.”

300.305 (e)(2)(3)

Summary of Performance (SOP)

- The school must provide the student with an SOP document when he/she:
 - Graduated 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.
- Great place to note what agencies the student is currently working with.
- 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.

**SUMMARY OF PERFORMANCE
GRADUATION/AGING OUT OF SPECIAL EDUCATION
ARSD 24:05:27:12**



STUDENT NAME: _____			DATE: _____
PARENT/GUARDIAN NAME: _____			
SCHOOL DISTRICT: _____		SCHOOL: _____	
DOB: _____	AGE: _____	DISABILITY: _____	

A summary of performance (SOP) is for a student whose eligibility ends due to graduation, or due to exceeding the age of eligibility for a free appropriate public education, a school district shall provide the student with a summary of the student's academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the student's postsecondary goals.

The SOP is a final snapshot of the child in Special Education. It should include up-to-date information on skills and needs, useful strategies, helpful accommodations, needed connections, etc., which are most relevant to attaining postsecondary goals. It should assist the student and family in understanding their next steps. The SOP document can provide helpful, even crucial information to future service providers. Depending on the student and his/her goals, this could be a VR counselor, a Postsecondary Disability Coordinator, an employer, an Independent Living Specialist, a Community Support Provider, a job coach, or another transition service provider. Based on your knowledge of the student and where that student is headed, what are the most important tips that you can share with the next support system to foster success?

Part 1: Person Completing the Form (optional):

Staff Person _____
 Person/Relationship _____
 Phone Number _____

Part 2: Student's Measurable Postsecondary Goals Required (as indicated on the student's IEP):

Employment: _____
 Education/Training: _____
 Independent Living (where appropriate): _____

Part 3: Summary of Performance (required): Based on most recent assessments and tied to the student's postsecondary goals. For each applicable area, include a brief current Present Level of Performance (strengths & needs), and other pertinent information that may help future service providers. If not applicable, please note.

Academic	Present Level of Performance (strengths and needs when exiting)	Accommodations used or recommendations
Reading (basic reading, decoding, comprehension, reading speed)		
Math (calculation, reasoning, speed)		
Written Language (written expression, skills in composition, speed)		

**SUMMARY OF PERFORMANCE
GRADUATION/AGING OUT OF SPECIAL EDUCATION
ARSD 24:05:27:12**

Academic	Present Level of Performance (strengths and needs when exiting)	Accommodations used or recommendations
Learning Skills (class participation, note taking, keyboarding, organization, test taking, study skills)		
Functional Area	Present Level of Performance (strengths and needs when exiting)	Accommodations Used or Recommendations
Self-Advocacy Skills		
Communication		
Independent Living Skills		
Career/Vocational		
Social Skills and Behavior (interactions with teachers and/or peers, level of initiation in asking for assistance, confidence and persistence as a learner)		
Problem Solving		
Organizational and Attention		
Medical Concerns		
Other		

**SUMMARY OF PERFORMANCE
GRADUATION/AGING OUT OF SPECIAL EDUCATION
ARSD 24:05:27:12**

Part 4: Recommendations to Assist Student in Meeting Postsecondary Outcomes (Required)

What are the recommended accommodations, modifications, assistive technology, or general areas of need? If none are needed, must explain why not.

Post-Secondary Goals	Recommendations
Higher Education or Career Technical Education:	
Employment:	
Independent Living:	
Community Participation:	

Part 5: Student Input (optional): This should be completed by the student or with the assistance of another adult.

- How does your disability affect you in a school/work environment? What are your strengths in a school/work environment? _____
- What strengths and needs should professionals know about you as you enter the postsecondary education or work environment? _____
- Identify and list the accommodations and supports that (e.g. pacing, extra time, visual supports, adaptive equipment) help you succeed in school. _____
- What adult agency(ies) or provider(s) are you already linked with (Vocational Rehabilitation, Disability Coordinator, Community Support Provider, etc...)? _____



Questions

THANK you!





Dan Rounds

Cate Diede

Miah Gillen

Sarah Jo Jorgensen

Steph Badwound

Transition Services Liaison Project

A program of Black Hills Special Services
Cooperative

NTACT
THE **COLLABORATIVE**

Michael Stoehr

Knowledge Development and Technical Assistance
Specialist

National Technical Assistance Center on
Transition:the Collaborative (NTACT:C)
UNC Charlotte - Cato College of Education
[412-596-0299](tel:412-596-0299)

mstoehr@charlotte.edu

<https://transitionta.org>