

You're Invited to An IEP Meeting to Support Student Goals



Purpose of Transition Section of IEP



Transition planning is federally required for all students who have an IEP.

Begin with the first IEP that is in effect when the student turns 16, or younger if determined to be necessary by the IEP team.



Transition focus on the student's future education/training, employment, and independent living.

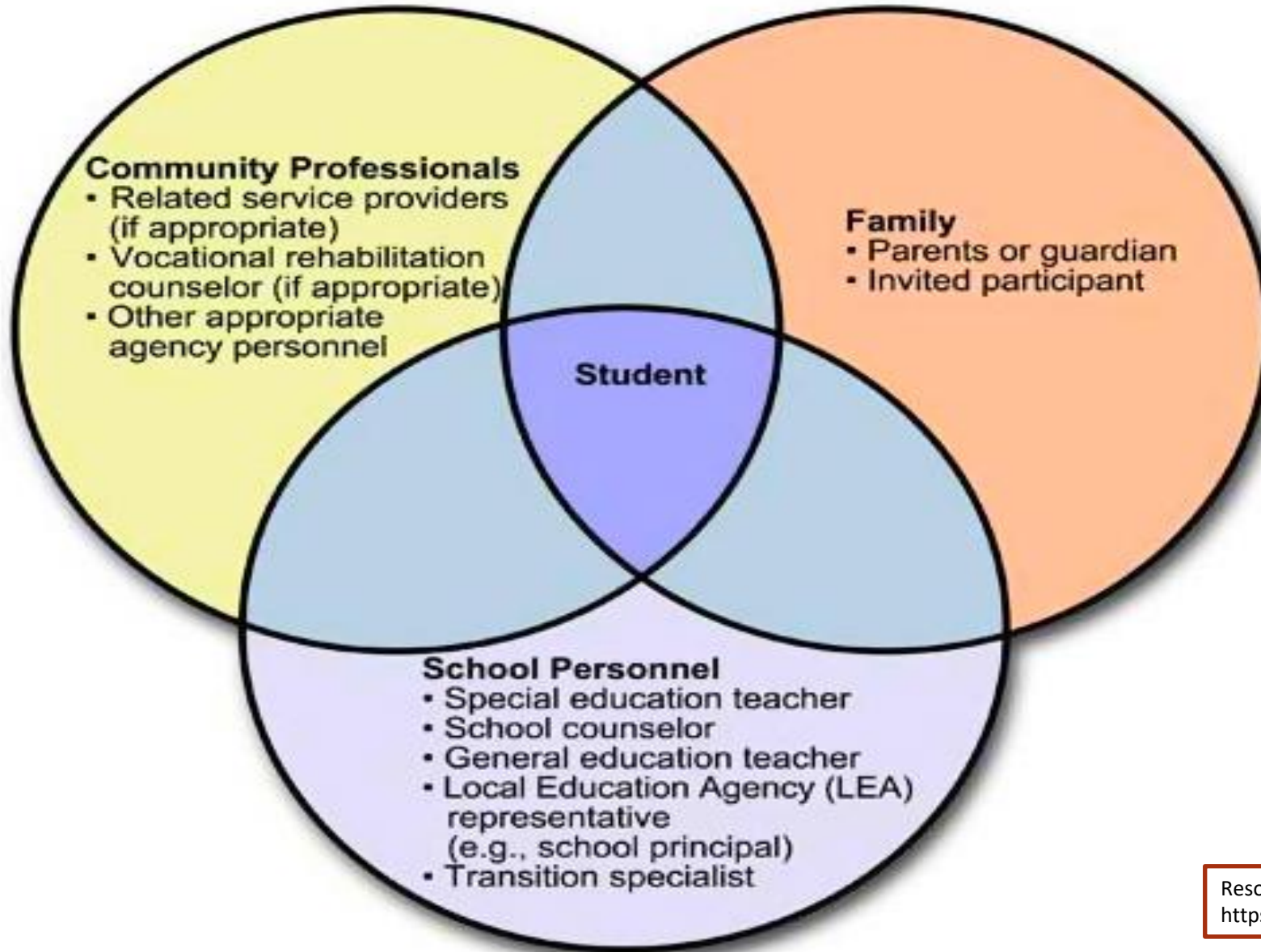
Description of transition activities to assist student meet those goals.



District Requirements for Outside Agency

- Identify any other agency that is likely to be responsible for providing or paying for transition services and that will be invited to send a representative
- Get parent consent to invite the outside agency.
 - Why? Sharing confidential information.

Team Support



Resource:
<https://iris.peabody.vanderbilt.edu/module/cou2/cresource/q1/p03/>



Requirements Versus Process for Inviting Outside Agency

Write down your district's inviting outside agency procedures?

What is completed?	Who does it or responsible to completed it?

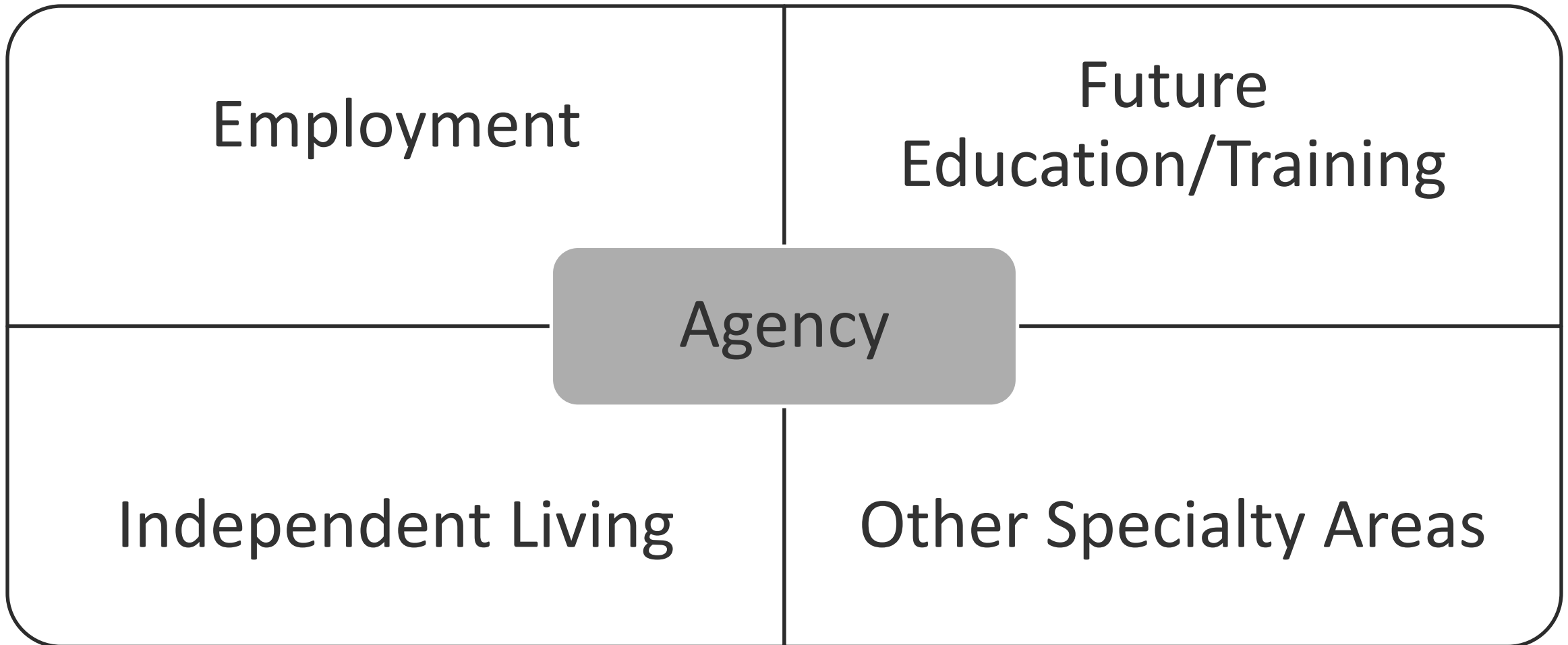


#1: Your Student



Know your student's strengths and needs along with the post-secondary goals.

#2: Know Your Agencies



#3 Discuss and Select Appropriate Agency

Team needs to determine which agency to invite based on the student.

- What does the process look like for determining which agency will be invited to the IEP meeting?
- How do you use the transition assessment and student interests and preferences in the decision?
- How do you explain it to parents?
- How do you get parent and student input?

Who Should Be Invited to a Transition IEP Meeting

IEP teams must consider inviting adult service agencies to the IEP team meeting who are likely to provide or pay for services the student would benefit from now or in the future. Parents must give written consent prior to the school inviting agencies to any meeting where transition is being discussed. Parents have the right to invite someone with knowledge or expertise regarding their child to the meeting as well. Though not required, it is considered a matter of courtesy or good teamwork for the parent to inform the school who you are inviting.

Listed below are agencies the IEP team may consider inviting to a transition IEP meeting. For more information on these or other agencies the IEP team might consider inviting, go to www.tslp.org. Note - Each of these agencies has their own definition of disability, as well as eligibility requirements and possible waiting lists. Thus, depending on what services are needed, teams should start planning early.



Division of Rehabilitation Services (DRS) DRS has traditionally been a primary player in transition meetings. DRS assists eligible individuals with physical or mental disabilities to obtain and maintain employment. Services may include guidance & counseling, Pre-Employment Transition Services, training and more. DRS funds the Project Skills program, a paid work experience program for students age 16 or older who qualify.



Service to the Blind and Visually Impaired (SBVI) Offers services to people who have blindness or a visual impairment. SBVI can provide guidance and counseling, adjustment to blindness training, assistive technology services, assistance in finding and keeping a job, and more. SBVI also participates in the Project Skills program for students age 16 or older who qualify.



Division of Developmental Disabilities (DDD) DDD programs support people to participate in the communities of their choice. Service options include Family Support 360, Strengthening Families, Respite Care, and CHOICES waiver programs.



Independent Living Centers (ILC) are located throughout the state to help people with disabilities achieve and maintain self-sufficient lives within the community. Some services that are provided include community living services, advocacy, independent living skills, peer support, and more.

[Resource: Parent Brief](#)

#4: Consent

Consent to invite the outside agency to the IEP.

- Consent requirements mean:
 - Parents clearly understand
 - Written (signature)
- What does our district process look like?
 - When?
 - Who responsible?
 - Where do we find the consent?

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.

#5 Meeting Notice

1. District receives written consent.
2. District develops the meeting notice documenting the agency being invited.

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 _____.

#6: Invite the Agency



- Who does that?
- How does the district invite the agency (phone call, email, who is emailed)?

#7 Hold the IEP Meeting

If the outside agency representative comes, what is their role?

- Provide information
- Suggest possible activities



What if the agency is unable to attend?

Team can consider:

- Transition activity
- Invite to next annual IEP meeting
- Other?

New Perspective for Inviting Outside Agency

Discuss:

1. Share process and procedures in your district
2. What did you learn?
3. What did you like?
4. What would you change?

Case Studies: Who are the appropriate agencies?



Case Studies

Case Study #1: Alex

Alex is a **17-year-old senior** who lives at home with his mother. Alex spends most of his school day in classrooms with peers without disabilities, receiving academic or social supports, as identified in his IEP. He is in classes with only peers with disabilities for two of the seven period school day. **He receives instruction in behavior, communication, and organizational strategies to support his academic course work during these two periods (right before lunch and at the end of the day).** Alex's mother advocated for the timing of these support classes, based on Alex' anxiety around changes in the routine (lunch, bus-ride home). According to teacher reports and curriculum-based assessments, Alex reads grade-level texts independently, but he has deficits in reading comprehension, making inferences, and oral expression. He has successfully completed Math 1 and 2, is currently making an A in Algebra I and will take Personal Finance during his final semester of his senior year. Based on results of the WISC-V, Vineland Adaptive Behavior Scale, and the CARS, Alex qualified for special education services since the second grade and has a diagnosis of **autism spectrum disorder**. The Vineland Adaptive Behavior Scales was readministered when Alex was in middle school and indicated below average skills in the areas of communication and socialization, but his daily living and motor skills are age-appropriate. Alex has earned mostly Bs and Cs in school. **Alex is on track to graduate at the end of this year.**

During the spring of his junior year, **Alex participated in a work experience through Project Skills at an office supply retail store**, A&B Solutions, focusing on data entry and spreadsheet development tasks. Recently, that experience turned into a paid part-time position! He has told his job coach, teacher, and mom that he wants to continue working in this setting, and that he likes his job. Alex's primary work responsibility is entering numerical data to track stock and services rendered by store staff. Alex has polite and appropriate interactions with his coworkers. Also, he is diligent and methodical with tasks and double checks his data entry several times before entering the next set of data. Alex is punctual, but he is anxious about leaving work at the end of his shift if his task is incomplete, even with permission and encouragement to pick back up with the task when he returns. His favorite part of working is receiving a paycheck. He enjoys spending money on fast food and video games. During free time, Alex prefers to spend time alone watching movies, playing video games, or using his laptop according to his employer and his mother's pre-IEP discussion with his teacher.

Alex receives weekly on-the-job support from a **Vocational Rehabilitation (VR) provided job coach**. Alex prefers working independently, but he understands how his job coach helps. However, Alex's mother shared concerns that job coaching services are time limited. She further explained that Alex will likely need job coaching supports when new tasks or responsibilities are assigned. She explained that she wants to learn how to access job coaching supports for Alex after high school, since his current services were setup due to a partnership between the school and VR for students while still in school. Alex has shared on his school's transition survey that he is afraid of his boss. On his transition survey he wrote that he's afraid his boss will fire him. On his job coach-developed employment self-evaluation, Alex rated his interactions with his boss as the lowest score. However, Alex's boss reports that he is a dependable, accurate employee. During one class about employment, Alex learned that bosses can fire employees. Alex perseverates on this fact, which causes him to avoid his boss. Instead of communicating directly with his boss with questions, Alex speaks with his job coach when she visits once per week. On the worksite observation evaluation form, Alex's boss did note a concern: if a job coach is not present, Alex may not communicate emergency situations. Alex's boss documented on his work evaluation form that Alex is a "valued employee." Furthermore, his boss documented that the store "is willing to provide opportunities for Alex to develop his communication skills." Alex's boss also documented on the work evaluation form that she would like to provide additional hours for Alex after high school, if he further develops his business and communication skills. Alex's case manager is both his Project Skills coordinator and special education teacher. Like Alex's boss and job coach, he noted that he would like to see Alex generalize his communication skills to work settings with more individuals. His general education PE noted similar areas of need on his pre-IEP goal update form. Alex enjoys work with computers, but also has an interest in business management and finance. **Within five years after graduating from high school Alex would like to have a job that allows him to live independently and get a pet dog.**

Case Study #2: Sean

Sean is a **15-year-old sophomore** who lives at home with his grandma. Sean is enrolled in courses with his peers without disabilities throughout the school day. Based on the Woodcock Johnson-IV results, Sean was diagnosed in the first grade with a **specific learning disability in mathematics and language processing and receives special education services due to deficits in reading comprehension, written expression, and math computation skills**. He receives English Language Arts and Math instruction in a co-taught classroom (a content area and specialized instruction educator). Sean receives 1.5 times extended time for written expression assignments and assessments, use of word processing and speech to text technologies for written assignments, supports with editing and revising, audio recordings for texts. He also receives 2 times extended time on computation assessments and assignments. With these accommodations, he has earned passing grades in his core academic courses in high school. In preparation for his IEP meeting, Sean's case manager provided Sean with a form to gather input from his math and Language Arts teachers. In math, his teachers reported that Sean needs to slow down and apply strategies he has been taught. When he hurries through his work, he makes multiple mistakes; however, he performs well by being reminded to slow down and take his work one step at a time. In Language Arts, Sean struggles to read and understand fiction, but he is fine with non-fiction and technical writing. For writing, he needs support with organization and writing mechanics. Sean's favorite class is art, and he enjoys classes that include hands-on learning. He is excited to take automotive courses next year because he enjoys disassembling and reassembling motors and engines for fun. At his last IEP meeting, Sean's art teacher shared Sean's works and discussed his in-class performance. His teacher explained that he has been using his word processing accommodations for art reviews. Sean has met all state testing requirements to date.

Sean **wants to enroll in the military**, so he **can work with diesel engines**. However, based on a parent survey, **Sean's grandma would prefer he go to technical college or to a trade specific program to study working with engines**. Sean enjoys working with his hands, staying busy, and working in loud environments. Sean needs to improve his self-advocacy skills at work and school. When speaking with his IEP case manager, Sean agreed that he does not feel comfortable speaking with new teachers about his learning needs. Sean's grandma is worried that Sean is hesitant to speak up for himself and worries about him at times (or in the future) when she is not around. During an interview with his case manager, Sean explained that he wants **to live on his own after high school**, but he said that he does not know how to do that, since his grandma takes care of everything at home. Sean's grandma commented on the parent survey that Sean has become more responsible with his time since he got a part-time job at a local grocery store. During his IEP meeting, Sean said that he loved his job because he gets to move around and is earning his own money.

Case Study #3: Lissette

Lissette is a **20-year-old student with Down Syndrome and moderate intellectual disability** (WISC IV; Vineland-3 Adaptive Behavior, Supports Intensity Scale (SIS-A)). In early adolescence, **Lissette had several surgeries to correct scoliosis**. She now walks at an average speed, but **she uses a cane for stability areas with elevation changes**, such as stairs, hills, curbs, and broken sidewalks. In areas with bumpy terrain, she has been taught by her physical therapist to walk slowly to prevent a fall. Lissette will complete her program with Watertown School Transition Campus in six months. Lissette is still performing below average in math, reading and written expression (classroom data, portfolio, state/district assessments, benchmarks, curriculum-based measures). **She plans to attend Augie Access**, with several other friends from her class, to take courses to gain skills related to academics and career preparation to be successful at work. One requirement of the program is that prospective students complete an application with several pieces of personal information. Lissette wants to complete this application herself, without help from her parents. Lissette is performing below average in math, reading, and written expression. Results of an adaptive behavior checklist completed by the teacher during Lissette's 12th++ grade year and when she was 20 years old, indicates that Lissette has acquired many age-appropriate behaviors necessary for her to live independently and to function safely and appropriately in daily life. However, she continues to need some support in this area, especially in novel settings or with different tools or equipment (e.g., taking the bus from a new stop, using a different microwave than what is in her home). **She wants to go to school with students her age** and she is excited about traveling to the campus by herself using public transportation. She uses her cane each day to practice walking to the bus stop where she will catch the bus to get to the community college next year. However, when asked by her mother and teachers how the walk to the bus stop was, several times she has said it was "difficult" and reported that she almost fell (ecological assessment).

For the past few years, **Lissette has worked at Oh Baby O's, a local pretzel shop in Watertown**, approximately 20 hours each week where she is responsible for all steps in making the pretzels. Lissette enjoys her job at the pretzel shop, but she would prefer to work in a restaurant. She thinks that a downtown restaurant would be an exciting place to work, but right now she does not have the skills necessary to be a cook or prep chef. Lissette needs to acquire new skills to reach her goal of working in a downtown restaurant. She expressed a desire to apply for jobs at a conveniently located chain restaurant to gain experience in a restaurant setting. Lissette will engage in conversation with her family and friends at school as well as strangers, occasionally, but she is quiet at work. She finds it difficult for her co-workers to understand her sometimes, so she chooses not to communicate much. In order to better communicate with unfamiliar people, she just received an **assistive technology voice output** device that is about the size of a palm pilot. Lissette is willing to use the device to be clearly understood, but she is still learning to use it effectively.

Currently, Lissette lives with her mother, father, and younger brother. Lissette and her family, along with her IEP team, decided **that she will live at home for awhile after she finishes her program with Augie Access**. **Then she will move into a supported apartment with another young woman**. Lissette has expressed a desire to someday get married and have children, but she does not currently have a boyfriend. She wants to move out because she has witnessed her older sister moving out of the family home, and she wants these experiences for herself as well. Lissette's parents are supportive of her plans, but they worry for her safety. They are **interested in community programs** that will help Lissette protect herself around unfamiliar people. Lissette also tends to talk to strangers on the public bus, which makes her mother nervous about her trip to the community college. In addition, Lissette's parents would like some strategies to help Lissette get ready for work in the mornings after they leave the house for work. They expressed concern that she will forget something such as her employee identification, her cell phone for emergencies, her house keys, or her money (information provided in parent interview, environmental analysis). Finally, Lissette reads at a third-grade level and is unable to read signs that she sees in unfamiliar places (classroom assessments, district/statewide assessments). She also has problems reading the time on analog clocks, which are found in most in food service environments (classroom assessments, district/statewide assessments).

Case Study #4: Chris

Chris is a **19-year-old, senior** identified with **emotional disability**. **He is on track for a regular diploma**; but due to absences and early high school course failures is taking five years to complete his diploma. Based on an informal interview with his Student Supports teacher, Chris said he wants to get his diploma. He talked about liking that he will graduate with a **credential for Automotive Systems Technology by completing the Career and Technical Education (CTE) courses**. Chris is in general education settings for most of his courses. Chris is in one class each semester for study skills and behavioral strategy support. Chris is a friendly, outgoing student and works hard in classes that interest him. Academically, he has maintained a C average since his sophomore year. His emotions can “get the best of him”, according to his mother’s pre-meeting phone call with his teacher and this caused him to miss school early in high school, because he was anxious about not passing. Chris also has a **moderate hearing loss** that requires him to wear a hearing aid. Chris told his teacher that he can “get by” with lip reading and learned some basic sign language in preschool and elementary school. When he wears his hearing aid, he is able to attend to the speech of others in the classroom and community with minimal effort. He does not mind wearing his hearing aids, but he sometimes forgets to take care of them as directed by the audiologist and the speech language therapist, according to his mother.

She also recounted that during elementary school, Chris exhibited behavioral outbursts including yelling and cursing loudly when things did not go his way in the classroom and at school. At the age of 15, he was sure that he would drop out of high school on his sixteenth birthday because he didn’t like school and wanted to earn money like his older relatives. By tenth grade, Chris’s mother and uncle met with the school’s counselor and his current Student Supports teacher and developed a behavior plan that provided him with some strategies that seem to have worked well for him since that time. Chris also identified courses that included career-related courses with work experiences. These accommodations to Chris’s schedule have resulted in his five-year high school plan; however, he and his family report that it will be worth it for him to graduate.

Chris has **worked part-time with his uncle at his welding shop and expressed an interest in working in a similar environment after high school**. He has also learned from the Vocational Rehabilitation (VR) Counselor for the high school that if he can take a few more courses beyond high school and can earn an advanced certification in a second area and be more likely to own his own business or earn more money. The School Counselor submitted notes to Chris’s SPED Teacher that she has arranged **Chris a tour at Southeast Technical College (STC)** so he can learn about their program options. Meanwhile, Chris’s CTE teacher provided documentation on a pre-IEP update form that she had set up a job-shadowing experience at an auto mechanic shop for the current semester. She also reported that Chris’ grade point average in his credentialing courses is 3.7. At STC, Chris said he was informed about Disability/Accessibility Support Services. He wants to be sure he meets with the high school or VR counselor, so that he has the documents he needs to get support if he goes to a new employer or school. He explained that the Accessibility Services Coordinator, Elizabeth, had told him that he wouldn’t automatically get extended time or a place to go “decompress” like he had in high school, unless he submitted documentation showing his accommodations (current IEP). Chris’s mother reported that she’s observed him to be a bit anxious, as he anticipates finishing high school.

Chris demonstrates a preference for noisy and indoor work environments where he can be active and implement hands on labor. At his uncle’s welding business, he enjoys working with others, doing manual labor, and listening to loud music while working. He exhibits strengths in the area of mechanical work. At home, he fixes appliances around the house. One time in the past year, Chris received criticism from his uncle because he was not consistently wearing appropriate safety gear. Chris did not accept the feedback well; he walked out of the shop and went home for the day. Outside of school and his part-time job, Chris enjoys gaming. He has never played sports and does not have an interest in them other than watching stock car races on television. For the past few years, he and his friends have worked to fix up a car they bought from the junk yard for a few hundred dollars. His uncle learned that one of the boys had entered a few local races on the weekends to win cash prizes. Chris has not raced the car, but fixed the body work. His hobby has prepared him with valuable vocational skills related to welding and automotive, but these races are illegal. The local police have begun to pay more attention to these events. Chris does not express any concern that he will be caught participating in the races, because he is not racing and knows his friends wouldn’t do anything to get him in trouble. Chris’s uncle and mother are concerned that he will get into trouble with the law.

Common Compliance Questions/Situations



Clarify to meet Indicator 13 for inviting outside agency

Common Question: #1

Will one of these work for consent?

Email

- Mom emailed me that I can invite _____.

Phone call

- Dad told me over the phone that _____ can be invited.

No, regulations require their written consent (signature)

Common Question: #2

We send the consent form with the meeting notice.

If we get the written consent before the meeting, does that meet requirements?

If you send the consent form to be signed with the meeting notice, you can't add the agency to the meeting notice.

Consent must come before the meeting notice.

Common Question: #3

What if consent for outside agency does not come before meeting notice must go out?

You will send meeting notice without the agency on it. Once you receive the signed consent, then send another meeting notice indicating the agency is now invited.

Common Question: #4

At the current IEP meeting, can we have the parent sign consent for the outside agency to be invited to the next IEP meeting?

Yes, that is allowable if parents clearly understand what they are signing consent.

Remember, a parent can revoke invitation consent. If follow this process, make sure you communicate with the parent prior to next IEP meeting. If it is months or a year later, they may decide to revoke that consent.

Common Question: #5

What if parent disagree to consent to have an agency invited?

- If you have discussed at the IEP meeting, document in the PPWN that the district proposed outside agency, but the parent declined.
- Individualize the PPWN by naming which agencies the district proposed, and parent declined.
- If discussed outside the meeting, document when it occurred and outcome but discuss at IEP meeting too.

Related Requirements

24:05:25:16.01. Participation of student in IEP team meeting. If a purpose of the IEP team meeting is the consideration of postsecondary goals and transition services for a student, and if the meeting is for a child with a disability beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, the notice also must:

- (1) Indicate that a purpose of the meeting is the consideration of the postsecondary goals and transition services for the student;
- (2) Indicate that the district will invite the student ; and
- (3) To the extent appropriate, **with the consent of the parents** or a student who has reached the age of majority, identify any other agency that is likely to be responsible for providing or paying for transition services and that will be invited to send a representative.

Parental consent, or the consent of an eligible student who has reached the age of majority under state law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

Meeting Notice: If a purpose of the IEP team meeting is the consideration of postsecondary goals and transition services for a student, the notice must also address the provisions of § 24:05:25:16.01.

- (8) "Consent,":
 - (a) The parent has been fully informed of all information relevant to the activity for which consent is sought, in the parent's native language, or other mode of communication;
 - (b) The parent understands and agrees in writing to the carrying out of the activity for which the parent's consent is sought, and the consent describes that activity and lists the records, if any, that will be released and to whom;

After the IEP meeting

PPWN CONSIDERATIONS FOR TRANSITION

PPWN Provides

Parents a summary of discussion and support reasons for the decisions.

* It also reminds the district what was discussed and the reasons for decisions.



- Think about which IEP areas had discussion.
- Did you talk about pros and cons of the decision?
- Did the parent mention a proposal and what was the district's decision?
- Was specific questions brought up and response?

Examples: Transition Proposals

- Did the team determine the need for an independent living post-secondary goal? If yes, document the rationale.
- Why did the team select or add the identified transition services?
- Will the student participate in employment-related activities?
- Is the student on track to earn a diploma? If not, provide the reason.
- Did the team decide to modify diploma course requirements? Document the decision and the pros/cons discussed.
- Outside agency involvement:
 - Identify agencies to be invited.
 - Identify agencies to connect with the student and parent for future support.
- Consider the student's employment goal: Is the goal achievable? Were supports or activities added to strengthen the measurable post-secondary goal (MPSG)?
- Transfer of rights was discussed and will occur on _____.
- Is the student applying for Project Skills? If yes, document the reason.

Examples: Transition Rejections

- The team determined that the student does not require an independent living post-secondary goal because ____.
- Transition activities – was one proposed and team decided not to add it and why?
- Team decided to wait until next year to implement _____ activity because_____
- The student is not yet eligible for Project Skills; however, the team documented that the student will begin the vocational rehabilitation application process next school year.
- Due to credit recovery needs of student, team was unable to
- The team discussed involvement of an outside agency; participation was declined, and the reason was _____.
- The team reviewed graduation requirements, including _____. Based on current specialized instructional needs and the student's modified coursework, it was determined that _____.

Example: Description of data and information used

- Student interest survey results completed on _____.
- Diagnosis of _____ on _____.
- _____ transition assessment completed on _____.
- Principal reported on courses completed for graduation and those still need to complete.
- _____ agency input and information on _____.
- Reviewed parent and student checklist completed for steps to attend _____.
- _____ college acceptance letter and checklist
- Written input from guidance counselor
- Written input and information on _____ from _____ agency
- Student document preferences and interests completed on _____
- Transition report by _____ on _____
- Personal finance teacher
- Parent input
- CTE teacher input
- _____ Project Skill's Job Skill Summary Report (date)

Example: Other Factors

- Concerns when transition to _____.
- Post-secondary activities family has completed or will do.
 - Parent and student will tour _____ this school year.
 - Applications for _____ completed.
 - Plan to retake the ACT on _____.
- Question for online courses options (dual credit)
- Parent or student invited _____ to meeting.
- Provided parent resource on ... (supported decision making, agency services, etc.)
- Parent requested a list of agency resources and district will follow up by _____.
- _____ teacher indicated activities will occur this coming _____.



Transition Assistance

Transition Service Liaison Project (TSLP)

- www.tslp.org
- Transition IEP writing tips
- Brainstorm outside agency, transition activities, types of age-appropriate assessments, etc.
- Discuss process and requirements
- Transition Technical Assistance Guide

Special Education Requirements

- State Regional Representatives at <https://doe.sd.gov/sped/documents/0925-SPEDreps.pdf>
- IEP Technical Assistance Guide (2025): <https://doe.sd.gov/sped/documents/IEP-TA-25.pdf>
- Example forms such as Summary of Performance