

## Writing a Transition IEP

1. Beginning at age 15, no later than the end of 9th grade, every student must have a Transition IEP and it must be updated annually.
2. A Transition Planning Inventory, or other district approved transition tool like the AIRE checklist or Casey Life skills inventory, must be given to students a few weeks before the scheduled IEP meeting.
  - a. Results of this assessment must be listed in the section title “**Describe the age appropriate transition assessment process used to develop post school goals**”.
  - b. Only one transition assessment is needed but it is good to have a few, such as parent and student interview in addition to the Transition assessment.
  - c. A **summary of the results** must be documented in this section as well as the person who gave the assessment, their title, the date it was completed and what assessment tool was used.
  - d. In this section there also must be a statement that discuss if the PSGs have changed or if they have stayed the same since the last IEP. These PSGs need to be discussed with the IEP team and determined to be realistic and attainable for the student (See CDE guide for great examples of these statements). There needs to be discussion and documentation of that discussion around the PSGs.
    - i. Example: Cody’s post-secondary goals were reviewed and updated with the IEP team. Cody’s employment goal changed and he now would like to go into the career field of graphic arts. He would like to still attend college to obtain a degree that will support his career field of interest. He still plans to live on his own when he is ready. Cody’s post-secondary goals were determined with the IEP team to be realistic and attainable.
3. **Post-School Considerations** are where the measurable post-secondary goals are stated
  - i. Must include the word “will” not “want” in each goal to be measurable.
  - a. Education/training and Career/employment must be included.
    - ii. What would the student like to be doing for a job in about a year after graduation? Or what is their ultimate career goal? Where would they like to go to school or train for a job?
    - iii. Example of employment PSG: After graduation, Sarah will be employed as a teacher.
    - iv. Example of employment PSG: According to the Transition Planning Inventory, after graduating high school, James will work part-time at a restaurant while he is attending college to be a teacher.
    - v. Example of an education/training PSG: After exit from transition, Lilly will train on the job in the field of culinary arts to be a chef.

- vi. Example of an education/training PSG: After obtaining a high school diploma, Ty will participate in on-the-job training as a cashier.
- b. Measurable post-secondary goal in independent living skills are only necessary if a student will not be able to live independently.
  - i. If a student is able to live independently, you can state, "Student is able to live independently on his/her own after graduation." or "Not applicable".
  - ii. Example: After graduation, Kayla will live at home with her family.
  - iii. Example: After exit from transition, Luke will live in a supported living environment as independently as possible.
- c. These must be updated annually and can stay the same but most likely will change.

#### 4. **Planned Course of Study**

- a. List credits and classes it will take for the student to graduate from the present grade level and up through 12th grade and through transition services if applicable.
- b. Classes student is taking at each grade level must be relevant to the PSGs.

#### 5. **Transition Services and Activities** section must state what services the adults will provide to the student. Not what the student will do. These areas can overlap but should not say the exact same wording in each section.

- a. "Describe the activities provided by the adults in the community that will enable and promote the student's progress toward meeting annual and postsecondary goals in each section." (Written guideline in Frontline for this section. Please follow these tips/instructions near the heading of each section!)
- b. **Education Instruction and Related Services** example: Lee's case manager/special education teacher will provide direct instruction to him in the areas of functional reading, math and writing.
- c. **Career/Employment and Post-School Adult Living Objectives** example: A job coach will provide direct services to Lee and provide him with an opportunity to explore a career of his interest through work experience and a job shadow in the community.
- d. **Community Experience** example: The transition coordinator will take Julie to volunteer and interact with others in the community. Julie's mother will take her to recreational activities in the community for socialization, communication and to learn how to access the community.
- e. **Daily living skills and Functional Vocational Evaluation:**
  - i. Information is included, "if appropriate" to support student ability to do activities that adults do every day (grooming, preparing meals, budgeting, maintaining a home, paying bills, caring for clothes).
  - ii. A functional vocational evaluation is an assessment process through situational assessments or a community-based assessment in the settings where the actual skills and/or job are performed.

- iii. This section requires a “yes” or “no” answer. If the answer is “no” because a student has a mild disability then no further information is necessary in this section because the student is efficient in vocational and daily living skills. If the answer is “yes” because a student has moderate to significant needs, then an explanation of daily living skills and vocational evaluation would need to be entered here as to who is providing services in this area and what skills will be worked on with the student.
- iv. Example if the answer is “yes”: The transition coordinator will provide John with direct instruction in how to prepare a nutritious meal, basic budgeting principles and counting money, as well as going over important communication, social skills, hygiene and appropriate attire to obtain and maintain a job. The SWAP specialist will provide unpaid work experience opportunities in the community to attain entry level work skills.

6. **IEP Goals** must be linked to the post-secondary goals

- a. For example, if a student wants to be a cashier, your IEP goal would begin by saying “In order to prepare for her post-secondary employment goal to work as a cashier, Kaley will work on math computation skills by counting a variety of dollars and coins with 80% accuracy measured by curriculum based assessments.”
- b. All IEP goals must be created with these PSGs in mind. You will need to create goals for the student that will help them attain these PSGs. IEP goals must be a skill that is connected/related to the PSGs.

7. **Transition Notices**

- a. In the Parent/Guardian **Notice of Meeting**, student’s name must also be included as an expected participant, invited to the meeting.
- b. Frontline will automatically create a **Student Invitation to Meeting** that is specifically addressed to the student. You should not need to create this, just double check it is there in Frontline.
- c. A If you would like to invite an outside agency, like Our House (community agency) or The Resource Exchange, there needs to be a **Consent to invite agencies**. This needs to be dated prior to the IEP meeting. You can get a verbal consent from a parent/guardian prior to the IEP meeting and note the date you received verbal permission, then have the parent/guardian sign when they come in for the IEP meeting.