**Secondary Transition Regional Training**

***Handout***

**October 2022**

Kansas State Department of Education logo and Address
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Also sponsored by the Kansas Technical Assistance System Network or TASN.  TASN is the technical assistance arm of the Kansas Department of Education.

**Technical Assistance Team**

**Image of CCTS Transition Services Flowchart.

1. Conduct Age-Appropriate Transition Assessments
2. Write Measurable Postsecondary Goals
3. Identify Transition Services
4. Write the Course of Study
5. Write the Annual IEP Goals
6. Coordinate Services with Adult Agencies**

**Indicator 13: Transition Services Sequence**

1. **Age-appropriate Transition Assessments** are the foundation for transition services. IEP teams collect student information from formal and informal assessments in the areas of strengths, preferences, interests, and needs.
2. **Measurable Postsecondary Goals** must be included in student IEPs no later than age 14 in Kansas. Postsecondary goals are based upon age-appropriate transition assessments related to education/training, employment, and, when appropriate, independent living skills. These goals are reviewed annually.
3. **Transition Services** are a coordinated set of activities based upon current age-appropriate transition assessments. These include instruction, related services, community experiences, and the development of employment and other post-school adult-living objectives. When appropriate, they also include acquisition of daily living skills and provision of functional vocational assessments.
4. **Course of Study** is a current description of coursework the student will complete to achieve their desired postsecondary goals as described in the IEP.
5. **Annual IEP Goals** are statements that describe what students can reasonably be expected to accomplish within 12 months. These goals support academic and functional skills necessary to achieve postsecondary goals.
6. **Adult agencies** can be invited to IEP transition planning meets as appropriate and with adult student/parent consent. These representatives can link students to services, accommodations, and supports after high school.

*Adapted from Center for Change in Transition Services | www.seattleu.edu/ccts | (206)-296-6494 | ccts@seattleu.edu*

**1) Age-Appropriate Transition Assessment (Age 14)**

* Prior to the student reaching age 14, conduct an age-appropriate transition assessment related to training/education, employment, and, where appropriate, independent living skills.
* It is important that transition assessment be conducted before the IEP meeting because transition planning will be based on the results of the transition assessment.
* The assessment will assist in:
  + Developing measurable postsecondary goals (MPG)
  + Informing the PLAAFPs
  + Identifying transition services needed to reach MPGs
* For each of the postsecondary goal areas addressed in the student’s IEP there must be evidence that at least one age-appropriate transition assessment was used to provide the information on the student’s needs, strengths, preferences, and interestsregarding each postsecondary goal.
* The Office of Special Education Programs (OSEP) has issued informal guidance that “parental consent is not required prior to conducting an age appropriate transition assessment” (Letter to Olex, 119 LRP 8445, Feb. 22, 2019). OSEP reasoned that the purpose of a transition assessment is to develop appropriate postsecondary IEP goals, not to determine eligibility or service needs. However, OSEP went on to provide that if the IEP Team determines that a reevaluation is needed to obtain additional data based on educational or services needs, parental consent and prior written notice would be required.
* Transition assessment should be ongoing.
  + Consider the student’s changing level of development
  + Consider the student’s changing career interests
* If career interest inventories are given to a student with an IEP to develop the Individual Plan of Study (IPS), that information can be included in the transition assessment information on the IEP.

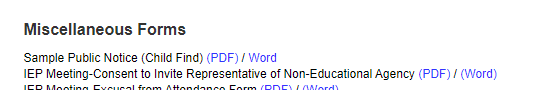
**\*IEP Requirements: Invite the student to the IEP meeting**

* Beginning not later than the first IEP to be in effect **when the child turns 14**, or younger if determined appropriate by the IEP team, if a purpose of the meeting is consideration of the student's postsecondary goals or transition services, the student must be invited to attend and participate in the IEP team meetings.
* The school is not required to give children who are younger than age 18 the same notice that is required for parents, but there must be written documentation that the student was invited to the meeting.
* The school is required to invite the student to the IEP meeting even if the student’s parents do not want their child to attend the meeting. However, because parents have authority to make educational decisions for their child (under 18 years of age), the parents make the final determination of whether their child will attend the meeting (Federal Register, August 14, 2006, p. 46671).
* After the student reaches the age of majority (18), the student and the parent must both be provided with the Notice of Meeting. The student decides whether or not the parent attends the IEP meeting. The school may invite the parent, but should be sensitive to the desires of the student regarding parent attendance.
* Prepare the student for participating in the IEP meeting by developing self-determination skills.
  + Discuss the purpose of the IEP with the student.
  + Work with the student to explore different ways the student can participate in the IEP meeting.
  + Student participation can range from conducting an interview with the student, if he/she will not be attending the meeting, to having the student leading/facilitating the meeting.

**\*IEP Requirements: Invite representative of outside agency to the IEP meeting**

* When should outside agencies be invited?
  + When outside agencies may provide or pay for transition services
  + Interagency responsibilities and linkages must be considered **for students age 16 and older**
  + Sending the invitation sooner rather than later will increase the chances that the agency representative can attend. It is good practice to visit with the parents before sending the 10-day notice, andthen to formally invite the agency representative once you have the parent’s permission.
* Who provides consent?
  + For students under age 18, obtain parental consent to invite.
  + For students age 18 or older, the student must provide consent to invite.

A sample form for obtaining consent is available on the KSDE website. (<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special_Education/Special-Education-Notices-Forms>)





**2) Measurable Postsecondary Goals (MPGs) (Age 14)**

* Each IEP for a student with a disability, who will be 14 or older during the time period of the IEP, must have a separate, measurable postsecondary goals (MPGs) that address the areas of
  + Training/education and
  + Employment, and
  + When appropriate, independent living.
* These goals may not be combined.
* Measurable postsecondary goals measure an outcome that occurs after a student leaves high school.
* For each measurable postsecondary goal there must be evidence that at least one age-appropriate transition assessment was used to provide information on the student’s needs, strengths, preferences and interests regarding postsecondary goals.
* Description of MPG categories:
  + **Training/Education:** vocational training program, apprenticeship, military, Job Corps, technical certification training program, 4-year college or university, technical college, 2-year college, etc*. (This is aligned with the IPS Postsecondary Education Goals.)*
  + **Employment:** paid (competitive, supported, sheltered), volunteer, unpaid, other. *(This is aligned with the IPS Career Goals.)*
  + **Independent living skills:** adult living, daily living, independent living, financial, transportation, etc.
* Formula for writing MPGs:
  + After \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (high school, graduation, obtaining certificate of completion), \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (the student) will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (the behavior, do what, where).
* Measurable postsecondary goals must be updated annually.

**3) Transition Services (Age 14)**

* Transition services should be a coordinated set of activities or strategies that support the student in achieving his/her desired postsecondary goals.
* Transition services must be considered for the IEP in place when the student reaches age 14.
* The IEP team should consider the individual student’s needs, taking into account the student’s strengths, preferences and interests. Then the IEP team must determine what skills, services, or supports the student will need to transition from where the student is now to the desired postsecondary goal.
* Consider each of the following areas:
  + Instruction the student needs to receive in specific areas to complete needed courses
  + Related services the student may need to benefit from special education while in school, and related service needs the student may need beyond school
  + Community experiences provided outside school or in community settings
  + Work experience, employment, or other adult living objectives the student needs to achieve postsecondary goals
  + Acquisition of daily living skills (if appropriate)
  + Functional vocational evaluation (if appropriate)
* If the IEP Team determines that no transition services are needed, that consideration should be noted on the IEP in some way, such as a statement or checkbox indicating that transition services are not needed at this time.
* If the transition services statement includes a service that meets the definition of specialized instruction or a related service, then the frequency, location, and duration for that service should be listed.
* Consider the IPS Extracurricular Activity Goals when identifying needed transition services. If an extracurricular activity aligns with a measurable postsecondary goal, it would be considered a coordinated activity.

**4) Courses of Study (Age 14)**

* Courses of study are defined as a description of coursework to achieve the student’s desired postsecondary goals. The IEP that will be in effect when the student turns age 14 must address the courses of study needed to assist the student in reaching his or her postsecondary goals. Courses of study are required for a student who is turning 14 regardless of whether they are in a middle school, junior high, or high school setting.
* Courses of study are a multi-year descriptionof coursework, from the student’s current year to the anticipated exit year. The Courses of Study should align with the IPS Academic Goals.
* The course of study may be identified on the student’s IEP as a list of courses to be taken each year or a statement of instructional program, as appropriate for the student. This would include required courses for graduation (or completion of program) and specific elective courses that focus on improving the student’s academic and functional achievement and to assist the student in reaching his/her postsecondary goals.
* The courses of study must be based on the measurable postsecondary goals.
* The courses of study must be reviewed and, if necessary, revised annually.
* Each year the IEP team, including the student, reconsiders the student’s postsecondary goals and aligns the courses of study with those goals. The decisions regarding the courses of study should relate directly to where the student is currently performing and what he or she wants to do after graduation.
* If the courses of study section of the IEP is a list of courses to be taken each year, and the student wants to change the classes he/she enrolls in, the IEP must be amended.

**5) Annual IEP Goals Must Be Aligned with Measurable Postsecondary Goals (Age 14)**

* Each measurable postsecondary goal must be supported by one or more annual goals.
* Each annual goal may support more than one postsecondary goal.

**6) Transition Services, including interagency responsibilities and needed linkages (Age 16)**

* Beginning at age 16, transition services must include, when appropriate, a statement of interagency responsibilities or any needed linkages.
* The transition services listed on the IEP may be provided by the school or they may include services to be provided by other agencies. The transition services section of the IEP should not list what the parent or student will do.
* Do not list as transition services activities that are provided, for example, to all juniors in the high school. Only list services provided to the individual student based on what is needed to facilitate this student’s movement from school to postsecondary goals.
* The transition services statement must:
  + Document transition services and activities for the current IEP year and identify the responsible party/agency.
  + Document who will provide or pay for which services if an agency outside of the school has responsibility.
  + If the LEA decides to include a multi-year transition services plan in the IEP, there must be a clear distinction between those services/activities that are being provided for the current IEP year and the services and activities that are being planned for the future.
* If another agency will be responsible for providing or paying for transition services, then the agency must be invited to the IEP team meeting, with the consent of a parent or the student if at least 18 years old.
* If a participating agency responsible for providing or paying for transition services fails to provide the transition services described in the IEP, the school must reconvene the IEP team to identify alternative strategies to meet the transition needs and postsecondary goals set out in the IEP.

**Requirements for Students age 18-21 who have not graduated with a regular diploma**

* A child with a disability and an IEP is entitled to a free appropriate public education (FAPE) through age 21. The district is required to make a free appropriate public education available to the student, if the student has not graduated with a regular high school diploma, through June 30 of the school year in which the student turns 21. This is true even if the student has met graduation requirements, as long as the student has not graduated with a regular high school diploma. The definition of FAPE includes the special education and related services that the IEP Team, including the parents, decides that the student needs to make appropriate progress. The IEP Team will decide the special education instruction and related services, as well as supplementary aids and services to be provided to the student, or on behalf of the student, so that the student will advance appropriately toward meeting their annual goals, advance in the general curriculum, and be educated with their peers.
* This includes appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training/education, employment and where appropriate, independent living skills; and the transition services, including appropriate courses of study, needed to assist the student in reaching the stated postsecondary goals; and a statement of needed transition services for the student, including, when appropriate, a statement of the interagency responsibilities or any needed linkages. The focus must remain on FAPE, including the stated postsecondary goals and transition services.
* Determining how to provide FAPE for the standard school day for students in the 18-21 age group needs to be an individualized decision by each student’s IEP Team. The best source of information on how to do this will likely be the parents, along with current educators working with the student, and information from the student’s transition assessments. The child’s IEP is still required to include:
  + measurable postsecondary goals based upon age-appropriate transition assessments related to training/education, employment, and where appropriate, independent living skills; and
  + the transition services, including appropriate courses of study, needed to assist the student in reaching the stated postsecondary goals; and
  + if determined appropriate by the IEP Team, a statement of needed transition services for the student, including, when appropriate, a statement of the interagency responsibilities or any needed linkages. The IEP Team is encouraged to collaborate with Pre-Employment Transition Services (Pre-ETS), provided by Rehabilitation Services.
* In terms of access to and advancing in the general curriculum, the IEP Team could determine that the student could enroll in a wide variety of general education courses that the student has not already taken to meet high school graduation requirements, through which the student could work on his annual goals. Enrollment of the student in general education classes must be considered because the district is required to provide an equal opportunity to students with and without disabilities. Because the district offers courses other than those required to meet graduation requirements and enrolls general education students in those courses, the district must provide an equal opportunity to a student with a disability through age 21 who has not received a regular high school diploma. The district might enroll a student in general education courses because those courses may provide a way for a student to work toward meeting IEP goals, including measurable postsecondary goals. The district also needs to consider enrolling a student with a disability in those courses because it is part of a district’s FAPE obligation to provide a student with an IEP the opportunity to access the general curriculum.
* When determining whether a student receiving services at and after 18 through age 21 is receiving equal opportunities to students without disabilities, the correct comparison group is high school students without disabilities. We see this clearly in the Palm Springs OCR decision (page 5): “Because the Transition Program is part of the District's secondary program, and is provided to students via the District's FAPE obligations, **the appropriate comparator for equal treatment purposes is nondisabled students at the secondary level**.”
* A student receiving services through age 21 is entitled to a full school day of FAPE, including everything stated above, unless the student’s IEP Team makes an individualized determination that the student does not need a full school day. Regarding a shortened school day for students receiving services through age 21, the OCR decision also provides on page 5, “While a student's individual needs undoubtedly warrant a change in the transition services provided between age 16 and 22, the Section 504 regulations do not suggest that students with disabilities lose their right to equal treatment when they turn 18 years old.”

**OTHER TRANSITION REQUIREMENTS**

**Age of Majority and Transfer of Rights**

* At least one year before a student reaches 18 years of age, both the student and parents must be notified that rights that will transfer to the student upon reaching age 18.
* This includes:
  + Decisions regarding who may attend meetings
  + Notice and consent for evaluation
  + Notice and consent for change in services
  + Notice and consent for change in placement
* At least one year before a student reaches 18 years of age, the student’s IEP must include a statement that the student has been informed of rights that will transfer to the student upon reaching age 18.
* When the student reaches 18 years of age, the student and the parents will be provided with any notice request.
* All rights accorded to parents transfer to the student, even if incarcerated in an adult or juvenile federal, state or local correctional institution.
* All other rights afforded to parents under IDEA transfer to the student at age 18 (unless parents have been assigned guardianship or other alternatives are in place). One of the options to guardianship (which is far faster and cheaper for the family) is a power of attorney.  The power of attorney is simply a written and notarized statement that the student is giving the parent the authority to review all education records, attend IEP meetings, and make educational decisions on behalf of the student.  With that, the parents would not need guardianship to continue to make educational decisions for the student up to the time the student’s special education eligibility ends.

**Summary of Performance (SOP)**

* The Summary of Performance is required for a child with a disability whose eligibility for special education terminates due to graduation or due to exceeding the age of eligibility.
* The purpose of the SOP is to transfer critical information that leads to the student’s successful participation in postsecondary settings. It includes a summary of the student’s achievements with current academic, personal, and career/vocational levels of performance.
* Any supporting documents should be referenced and included with the summary. Signatures by the student and other IEP team members are encouraged but are not required. A sample form is available on the KSDE website.
* The SOP must address:
  + Academic achievement
  + Functional performance
  + Recommendations for accommodations, assistive services, compensatory strategies for post-secondary education, employment, independent living, and community participation.
* It can be helpful to begin to develop the SOP at the IEP meeting that plans for the student’s last year of eligibility for special education. Much of the information for the SOP can be transferred to the SOP form at that time, and then updated just before graduation or just before the end of the school year of the last year of eligibility.
* The timing of completion of the SOP may vary depending on the student’s postsecondary goals, especially regarding applications for postsecondary education or services from state agencies. The SOP can be completed and provided to a student prior to graduation, if needed.

**Secondary Transition Resources**

* National Center on Secondary Education and Transition, [www.ncset.org](http://www.ncset.org)
* Secondary Transition Module, the IRIS Center, Vanderbilt, <http://iris.peabody.vanderbilt.edu/module/tran/>
* Transition Coalition, [www.transitioncoalition.org](http://www.transitioncoalition.org)
* Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators, Office of Civil Rights, <http://www2.ed.gov/about/offices/list/ocr/transitionguide.html>
* Transition in the IEP: What Parents and Students Need to Know, <https://www.ksde.org/Portals/0/SES/transition/Transition%20in%20the%20IEP%20What%20Parents%20and%20Students%20Need%20to%20Know.pdf?ver=2021-02-09-080014-700>
* Palm Springs Unified School District OCR Decision, 61 IDELR 174, 113 LRP 27916, Palm Springs (CA) Unified School District, Office for Civil Rights, Western Division, San Francisco (California), 09-13-1036, May 3, 2013.
* TASN Resource – Secondary Transition,

<https://www.ksdetasn.org/tasn/secondary-transition>

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

<https://transitionta.org/>

**EXAMPLES**

**Examples of Measurable Post-Secondary Goals (MPGs)**

MPGs for Education/Training:

* After graduation, Alex will enroll in a business math course at the local technical school.
* After graduation from high school, James will enroll in Kaw Valley Technical Institute’s 2-year diesel course.
* Leonard’s postsecondary goal for education/training is to enroll in the welding program at Johnson County Community College, which will lead to a welding certificate.
* Clark’s postsecondary goal for education/training is to participate in a supervised training and work experience at McDonalds.

MPGs for Employment:

* After leaving high school, Jodi will obtain a part-time position in a community retail environment.
* After graduation from high school, James will increase his hours of work to 20 per week at Joe’s Auto Shop.
* Leonard’s postsecondary goal in the area of employment is to obtain a job as a welder.
* Clark’s postsecondary goal in the area of employment is to obtain a job at McDonalds.

MPG for Independent Living Skills:

* Upon completion of her high school program, Lisa will utilize public transportation, including the public bus and trolley.
* Clark’s postsecondary goal in the area of independent living skills is to live with a roommate in a supervised living apartment.

MPGs for younger students

* After graduation, Linn will work with animals. (Employment)
* After graduation, Amy will go to school to learn about computers. (Education/training)
* After graduation, Jeff will live in his own apartment with a roommate. (Independent living skills)

MPGs for student with significant disabilities (adapted from NSTTAC)

* After graduation, Chris will enroll in functional skill training through CAP services. (Education/training)
* After graduation, Chris will obtain a supported employment position that incorporates the use of assistive technology. (Employment)
* After graduation, Chris will socialize with young adults in community-based activities related to music. (Independent living skills)

MPGs for student with significant disabilities (Oklahoma example from NSTTAC)

John D. is a 21‐year‐old who has a severe intellectual disability, is blind, and exhibits self‐stimulatory behavior. John loves balloons and the squeaking sounds they make when they are inflated and touched, or rubbed. Due to John’s significant health care needs, he lives with his parents and has a part‐time assistant who comes to his home to help with daily personal needs. John likes traveling in a vehicle. He wants to earn his own money so he does not have to rely so heavily on his parents. John’s expressive verbal skills are low, so it is difficult to get information from John. Therefore, discussions with his parents revealed John’s love of balloons, car travel, and desire to earn money.

* Education/Training: John will participate in on‐the‐job training at flower shops or Party Galaxy to learn how to properly inflate balloons.
* Employment: With the help of a job coach, John will develop a home‐based balloon business.
* Independent/Adult Living: While living at home with his parents, John will maintain a checkbook and pay for his purchases with the assistance of his parent(s) or assistant.

MPGs for students with the most significant disabilities (adapted in part from NSTTAC and the Wisconsin Transition Improvement Grant)

Example A:

* After program completion, the student will receive training in his/her home to develop the ability to indicate choice. (training/education goal)
* After program completion, the student will engage in home-based work activity at his/her highest level of independence. (employment goal)

*Or*

* After program completion, the student will engage in interactions with others at his/her highest level of communication to allow collaborations to accomplish tasks. (employment goal)
* After program completion, the student will continue to live with his/her parents and will participate in his/her daily care routines to the maximum extent possible. (independent living goal)

Example B:

* After program completion, the student will work with a physical therapist to increase physical mobility and stamina. (training/education goal)
* After program completion, the student will engage in tasks that contribute to the family’s welfare. (employment goal)
* After program completion, the student will engage in community art projects or experiences. (independent living goal)

Example C:

* After program completion, the student will receive on the job training at the local library to learn to transport books and other media from one location to another with the help of a personal assistant.
* After program completion, the student will volunteer to work at the local library with the support of a personal assistant. (employment goal)
* After program completion, the student will participate in local community music activities with the support of a personal assistant. (independent living goal)

**Example of Frequency, Location, and Duration for a Transition Service**

If the transition services statement includes a service that meets the definition of specialized instruction or a related service, then the frequency, location, and duration for that service should be listed.

* The district will provide transportation to take the student to visit the welding certification program at Happy Valley Community College (HVCC).
  + Frequency: once during first semester
  + Location: school special education vehicle
  + Duration: from the high school to HVCC and back
* The school social worker will teach the student self-determination skills in a small group setting.
  + Frequency: once per week for one semester
  + Location: counselor’s office
  + Duration: each session will last one class period

**Example of Courses of Study as a List of Courses**

MPG: After graduation from high school, James will enroll in Kaw Valley Technical Institute’s 2-year diesel course.

|  |  |  |  |
| --- | --- | --- | --- |
| **9th Grade**  2018-2019   * Algebra * English 1 * Geography * Earth Sciences * Health/Sports * Computers 1 * Learning Strategies | **10th Grade**  2019-2020   * Geometry * English 2 * American History * Biology 1 * P.E./Sports * Auto Technology/ Industrial Career Cluster * Learning Strategies | **11th Grade**  2020-2021   * Business Math * English 3 * World History * P.E./Sports * Kaw Valley Technical Institute Diesel 1 | **12th Grade**  2021-2022   * English 4 * Government * Kaw Valley Technical Institute Diesel 2 |

*Remember, if the Courses of Study section of the IEP is a list of courses to be taken each year, and the student changes the classes he/she enrolls in, the IEP must be amended.*

**Examples of Courses of Study as a Statement of an Instructional Program**

**Aligned with Measurable Post-Secondary Goals**

Courses of study are defined as a description of coursework to achieve the student’s desired postsecondary goals. The course of study may be identified on the student’s IEP as a list of courses to be taken each year or a statement of instructional program, as appropriate for the student. This would include required courses for graduation (or completion of program) and specific elective courses that focus on improving the student’s academic and functional achievement and to assist the student in reaching his/her postsecondary goals.

*Example 1: Leonard*

Measurable Postsecondary Goals for Leonard

Leonard’s postsecondary goal for education/training is to enroll in the welding program at Johnson County Community College, which will lead to a welding certificate. His postsecondary goal in the area of employment is to obtain a job as a welder.

Courses of Study for Leonard

Leonard will complete the Kansas high school graduation requirements, including four units of English language arts, three units of history and government, three units of science, three units of mathematics, one unit of physical education, one unit of fine arts, and six units of elective courses. Based on his postsecondary goals, it would be appropriate for Leonard to take elective courses that are designed for students who want to attain a technical degree. His electives might include coursework in business math, language arts classes that include technical reading and writing, industrial arts classes that focus on manufacturing, construction, and auto repair, and community work experiences in the areas of auto repair and construction.

*Example 2: Clark*

Measurable Postsecondary Goals for Clark

Clark’s postsecondary goal for education/training is to participate in a supervised training and work experience at McDonalds. His postsecondary goal in the area of employment is to obtain a job at McDonalds. His postsecondary goal in the area of independent living skills is to live with a roommate in a supervised living apartment.

Courses of Study for Clark

Clark will complete high school graduation requirements through classes providing specially designed instruction with a modified curriculum, and linked to the state standards in Language Arts, Math, History/Government, and Science. Based on his postsecondary goals, it would be appropriate for Clark to take courses that are focused on communication and other functional skills. His courses of study might include functional math, family and consumer science classes that provide instruction in skills in food preparation and industrial and food service cleaning, adult living skills, and community-based work experience in food service and/or janitorial service.

(Note: adapted in part from the Oregon Department of Education)

**Example of Courses of Study as a List of Courses (18-21)**

MPG for Education/Training

After program completion, Judith will audit child care programs at the local Career/Technology Center.

MPG for Employment

After completing her high school program, Judith will volunteer at a community child daycare program.

MPG for Independent Living

Judith will live in a group home and use public transportation to participate in postsecondary training and employment.

|  |  |  |  |
| --- | --- | --- | --- |
| **12th Grade**  2020-2021   * Consumer Math * Language Arts and Reading * Social Studies * Science: Human Growth and Development * Family Living * Elementary School Aide | **18-21 Services I**  2021-2022   * Personal Finance I * Household Management I * Career Development * Health and Safety Practices I * Community Involvement I * Career Literacy I | **18-21 Services II**  2022-2023   * Foundations of Early Childhood * Household Management II * Work Experience * Health and Safety Practices II * Community Involvement II * Career Literacy II | **18-21 Services III**  2023-2024   * Extended supervised work experience placement * Community Involvement III |

**Example of Courses of Study as a Statement of an Instructional Program (18-21)**

MPG for Education/Training

After program completion, Judith will audit child care programs at the local Career/Technology Center.

MPG for Employment

After completing her high school program, Judith will volunteer at a community child daycare program.

MPG for Independent Living

Judith will live in a group home and use public transportation to participate in postsecondary training and employment.

Judith will enroll in the classes required for graduation, but she will be provided with a modified curriculum for language arts, math, science, and history courses. Based on her postsecondary goals, it would be appropriate for her to take elective courses that are designed for students who want to pursue working in a daycare.  Her enrollment in these classes might occur during high school or as part of her 18-21 services. This program of study might include coursework such as Family Living, Human Growth and Development, Nutrition/Culinary Essentials, and Foundations of Early Childhood. During Judith’s 12th grade year of high school, she could also earn credit as a high school aide within one of the elementary classrooms for part of her day.  The curriculum provided as part of 18-21 services needs to include instruction in financial management, household management, academics related to career needs, and experiences in the community, including work experiences and use of community transportation.

**Examples of Annual Goals Aligned with Measurable Postsecondary Goals**

MPG: After graduation, Alex will enroll in a business math course at the local technical school.

* Annual Goal: By the end of the first semester of the 22-23 school year, Alex will complete class assignments in the high school Business Math course with a score of at least 85%.

MPG: After leaving high school, Jodi will obtain a part-time position in a community retail environment.

* Annual Goal: By the end of the IEP year, Jodi will complete a banking practical skills test with 95% accuracy.

MPG: Upon completion of HS, Lisa will utilize public transportation, including the public bus and uptown trolley.

* Annual Goal: Given several coins, Lisa will match the coin with its amount seven out of eight times by October 3, 2023.

**Examples of Annual Goals Aligned with Measurable Postsecondary Goals for Students with Significant Disabilities**

MPG: After graduation, Chris will obtain a supported employment position that incorporates the use of assistive technology.

* Annual Goal: By October 8, 2023 Chris will select choices to 3 basic questions within the BIGmack communicator software.

MPG: After graduation, Chris will socialize with young adults in community-based activities related to music.

* Annual Goal: By October 8, 2023 Chris will learn to use sip-and-puff assistive technology to turn an iTunes player on an iPad on and off.

**Indicator 13 Checklist Questions**

1. **Is there an appropriate measurable postsecondary goal or goals for Education/ Training?**

Method: Find the postsecondary goal(s) that covers Education or Training in the student’s IEP.

*Select Yes* if the answers are yes to all three of the following questions: a) Can the goal(s) that covers Education or Training be counted or measured? B) Will the goal(s) that covers Education or Training occur after the student graduates from school? C) Based on the information available about this student (e.g., present level of performance, student interests, student preferences), does (do) the postsecondary goal(s) that covers Education or Training seem appropriate for this student?

*Select No* if any of the above questions cannot be answered yes OR if a postsecondary goal that covers Education or Training is not stated.

*Special Note:* The IEP must include measurable postsecondary goals in the areas of training, education and employment and, where appropriate, independent living skills. It is up to the IEP team to determine whether an IEP goal(s) related to the development of independent living skills is appropriate for each student. In some instances, training and education goal(s) can be combined into one or more goals. Employment, however, is a distinct activity from the areas related to training and education and each student’s IEP must include a separate postsecondary goal in the area of employment.

Answer Choice(s)

Yes

No

2. **Is there an appropriate measurable postsecondary goal or goals for Employment?**

Method: Find the postsecondary goal(s) that covers Employment in the student’s IEP.

*Select Yes* if the answers are yes to all three of the following questions:

a) Can the goal(s) that covers Employment be counted or measured? b) Will the goal(s) that covers Employment occur after the student graduates from school? c) Based on the information available about this student (e.g., present level of performance, student interests, student preferences), does (do) the postsecondary goal(s) that covers Employment seem appropriate for this student?

*Select No* If any of the above questions cannot be answered yes OR if a postsecondary goal that covers Employment is not stated.

*Special Note:* The IEP must include measurable postsecondary goals in the areas of training, education and employment and, where appropriate, independent living skills. It is up to the IEP team to determine whether an IEP goal(s) related to the development of independent living skills is appropriate for each student. In some instances, training and education goal(s) can be combined into one or more goals. Employment, however, is a distinct activity from the areas related to training and education and each student’s IEP must include a separate postsecondary goal in the area of employment.

Answer Choice(s)

Yes

No

3. **Is there an appropriate measurable postsecondary goal or goals for Independent Living?**

Method: Find the postsecondary goal(s) that covers Independent Living in the student’s IEP.

*Select Yes* if the answers are yes to all three of the following questions:

a) Can the goal(s) that covers Independent Living be counted or measured? b) Will the goal(s) that covers Independent Living occur after the student graduates from school? c) Based on the information available about this student (e.g., present level of performance, student interests, student preferences), does (do) the postsecondary goal(s) that covers Independent Living seem appropriate for this student?

*Select No* If any of the above questions cannot be answered yes.

*Select N/A* if a measurable postsecondary goal that covers Independent Living for this student is not appropriate or not needed.

*Special Note:* The IEP must include measurable postsecondary goals in the areas of training, education and employment and, where appropriate, independent living skills. It is up to the IEP team to determine whether an IEP goal(s) related to the development of independent living skills is appropriate for each student. In some instances, training and education goal(s) can be combined into one or more goals. Employment, however, is a distinct activity from the areas related to training and education and each student’s IEP must include a separate postsecondary goal in the area of employment.

Answer Choice(s)

Yes

No

NA

4. **Is the postsecondary goal(s) updated annually?**

Method: Find the postsecondary goal(s) that covers Education or Training, Employment, and, as needed, Independent Living.

*Select Yes* if the postsecondary goal(s) that covers Education or Training, Employment, and as needed Independent Living is (are) addressed/updated in conjunction with the development of the current

IEP.

*Select No* if the postsecondary goal(s) that covers Education or Training, Employment, and as needed Independent Living, is (are) NOT addressed/updated in conjunction with the development of the current IEP.

*Special Note:* During an annual review of the IEP, the postsecondary goals must be reviewed but may not need to be changed if still appropriate for the student. This is still considered an update.

Answer Choice(s)

Yes

No

5. **Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment?**

Method: Find information related to transition assessment(s) on the IEP or in the student’s file.

*Select Yes* if age-appropriate transition assessment(s) that provided information on the student’s needs, taking into account strengths, preferences, and interests was used to develop the postsecondary goal(s) and is mentioned in the IEP or evident in the student’s file.

*Select No* if there is no evidence that age-appropriate transition assessment(s) was used to provide information on the student’s needs, taking into account strengths, preferences, and interests to develop the postsecondary goal(s) in the IEP.

*Special Note:* Reviewers should use professional judgment to determine if the transition assessments were age appropriate and were used in helping the IEP team in developing the student’s measurable postsecondary goals.

Answer Choice(s)

Yes

No

6. **Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?**

Method: Find where the transition services/activities are listed on the IEP.

*Select Yes* if for measurable postsecondary goal(s) there is some type of transition services/activities listed in association with meeting the measurable postsecondary goal including: a) Instruction b) Related service c) Community experience d) Development of employment and other post-school adult living objective e) If appropriate, acquisition of a daily living skill f) Functional vocational evaluation

*Select No* if there are no transition services/activities in any of the following areas listed in association with meeting measurable postsecondary goal(s): a) Instruction b) Related service c) Community experience d) Development of employment and other post-school adult living objective e) If appropriate, acquisition of a daily living skill f) Functional vocational evaluation

*Select NA* when individual services/activities have been considered but are not necessary or appropriate in helping the student achieve measurable postsecondary goals.

Answer Choice(s)

Yes

No

NA

7. **Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?**

Method: Locate the courses of study (instructional program of study or list of courses of study) in the student’s IEP.

*Select Yes* if the courses of study is a multi-year description of coursework from the student’s current to anticipated exit year that is designed to help the student achieve the desired post-school goal(s) and align with the student’s identified postsecondary goal(s).

*Select No* if the courses of study are not a multi-year description of coursework from the student’s current to anticipated exit year that is designed to help the student achieve the desired post-school goal(s).

*Special Note:* IDEA Regulations do not require the courses of study to be a listing of individual courses. The courses of study may be identified on the student’s IEP as a listing of individual courses and/or a statement of instructional program, as appropriate for the student and the desired postsecondary goal(s).

Answer Choice(s)

Yes

No

8. **Is (are) there annual IEP goal(s) that are related to the student’s transition services needs?**

Method: Find the annual goals, or for students working toward alternative achievement standards, short-term objectives on the IEP.

*Select Yes* if each of the postsecondary goal areas (i.e. training or education, employment, and where appropriate, independent living) that were addressed in questions #3, #4, and #5 has an annual goal or short-term objective included in the IEP related to the student’s transition services needs.

*Select No* if any of the postsecondary goal areas addressed in questions #3, #4, and #5 has no annual goal or short-term objective included in the IEP related to the student’s transition services needs.

*Special Note:* Measurable postsecondary goals are different from measurable annual goals in that they measure an outcome that occurs after a student leaves high school where a measurable annual goal measures annual progress of the student while in school. It is important that each postsecondary goal be supported by one or more annual goals, and each annual goal may support more than one postsecondary goal. When developing postsecondary goals, the team should understand what annual goals support the postsecondary goal.

Answer Choice(s)

Yes

No

9. **Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?**

Method: Locate documented evidence in the IEP or student’s files that the student was invited to the IEP team meeting.

*Select Yes* if there is clear documented evidence that the student was invited prior to the IEP conference.

*Select No* if there is no clear documented evidence that the student was invited prior to the IEP conference.

*Special note:* A signed, written student invitation dated prior to the IEP conference is not required.

Students may be invited by written or oral invitation, and the district should document this invitation. For example, if there is a note in the student’s file recording that a teacher orally invited the student to attend prior to the IEP meeting, select Yes for this question. Or, for students 18 or older, if required 10-day written notice of the IEP meeting was sent to the student prior to the meeting select YES for this question.

Answer Choice(s)

Yes

No

10. **If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?**

Method: For the current year, find any evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: a) Postsecondary education b) Vocational education c) Integrated employment (including supported employment) d) Continuing and adult education e) Adult services f) Independent living g) Community participation And find any evidence that consent was obtained from the parent or student if the student has reached the age of majority.

*Select Yes* if there is evidence that a representative(s) from an agency that is likely to be responsible for providing or paying for transition services was invited AND prior consent for the invitation(s) was obtained from the parent or student who has reached the age of majority.

*Select No* if a) There is no invitation to a representative(s) from a participating agency that is likely to be responsible for providing or paying for transition services even if there was consent to invite the representative(s), or b) If an agency was invited without parent or individual student consent (when appropriate).

*Select NA* if a) There are no transition services listed on the IEP that are likely to be provided or paid for by an outside agency or if it is too early to determine if this student will need outside agency involvement, or b) If parent or student (when appropriate) did not provide consent.

Answer Choice(s)

Yes

No

NA

**IEP CHECKLIST**

**IEP Meeting Requirements**

* The Parent Rights document, prior written notices, and requests for consent provided to parents/legal decision maker in the native language of the parent (34 CFR 300.503(c))
* Notice of IEP meeting given to parent/education decision maker and student if 18 at least 10 calendar days before IEP meeting (KAR 91040-17(a(2))
* The IEP meeting notice indicates the date, time, location, and purpose of the meeting and titles or positions of the persons who will attend on behalf of the agency (34 CFR 300 322(b)(1)(i))
* Parent attended IEP meeting or record of at least 2 attempts to contact them using at least 2 different methods of communication (KAR 91-40-17(e)(2))
* If the child is or may be participating in the regular education environment, evidence that at least one regular education teacher of the child attended or evidence of agreement to excusal
* Attendance by at least one special education teacher or one special education provider of the child
* Attendance by LEA representative or designee
* Attendance by individual who can interpret the instructional implications of evaluation results
* Document of excusal for any required member of IEP team who did not attend IEP meeting
* If appropriate, invite the representative of outside agencies who may provide or pay for transition services, with parent consent
* Invite the child for development of the first IEP to be in effect when the child turns 14
* Transfer of Rights at Age of Majority (KSA 72-987(c)(9))

**Considerations by the IEP team that must be documented (but not necessarily on the IEP)**

* Strengths of the Child (KSA 72-987(d)(1))
* Concerns of the Parents for enhancing the education of their child (KSA 72-987(d)(1))
* Results of the Initial Evaluation or most recent Reevaluation (KSA 72-987(d)(2))
* Academic, Developmental and Functional Needs of the Child (KSA 72-987(d)(3))
* For a student whose behavior impedes the child’s learning or that of others, did the IEP team consider the use of positive behavioral interventions and supports and other strategies to address the behavior? (Could be implemented through annual goals, program modifications and/or behavior intervention plan) (KSA 72-987(d)(4))
* Limited English Proficiency (KSA 72-987(d)(5))
* Braille (for children with disabilities) (KSA 72-987(d)(6))
* Communication Needs of all Children with Exceptionalities (KSA 72-987(d)(7))
* Communication Needs of Children who are Deaf/Hard of Hearing (KSA 72-987(d)(7))
* Assistive Technology (for children with disabilities) (KSA 72-987(d)(8))
* Extended School Year (for children with disabilities) (KAR 91-40-3(e)
* Notification to Kansas Rehabilitation Services (for children with disabilities) (KSA 75-53, 101)
* Physical Education Needs (for children with disabilities) (KAR 91-40-3(c))
* Placement Determined Annually (KAR 91-40-21(e))
* Potential Harmful Effects of Placement (for children with disabilities) (KAR 91-40-21(g))

**Content of IEP**

* Present Levels of Academic Achievement and Functional Performance (KSA 72-987(c)(1))
  + Current Performance, including both academic achievement and functional performance
  + How the child’s exceptionality impacts his/her access to and progress in the general education curriculum
  + Baseline data (specific, objective, measurable, and able to be measured frequently)
  + For students age 14+, age-appropriate transition assessment information about the student’s needs, strengths, preferences, and interests
* Measurable Postsecondary Goals (for children with disabilities age 14+) (KSA 72-987(c)(8)(A))
  + Education/training
  + Employment
  + Where appropriate, independent living skills
  + Based on student’s needs, strengths, preferences, and interests
* Measurable Annual Goal(s) (KSA 72-987(c)(2))
  + Goal includes the Behavior, Condition, Criterion, and Timeframe
  + How progress toward measurable annual goals will be measured (KSA 72-987(c)(3))
  + When progress reports will be provided to parents (KSA 72-987(c)(3))
  + For students with disabilities age 14+, aligned with measurable postsecondary goals
* State Assessments
* Which State and District Assessments the student will participate in for each content area (for children with disabilities only)
  + Accommodations that are necessary on State and District-Wide Assessments or a statement that no accommodations are needed (KSA 72-987(c)(6)(A)) (for children with exceptionalities)
  + If the child participates in the alternate assessment (KSA 72-987(c)(6)(B))
    - Why the child cannot participate in the regular state assessment
    - Why the particular assessment selected is appropriate for the child
  + For children with disabilities participating in the alternate assessment, short-term objectives or benchmarks for each goal (KSA 72-987(c)(1)(C))
* Statement of Special Education, Related Services, Supplementary Aids and Services, Program Modifications, and Supports for School Personnel (KSA 72-987(c)(4))
  + Projected date for beginning of each of the services (KSA 72-987(c)(7))
  + Frequency/Location/Duration of each of the services (KSA 72-987(c)(7))
  + Documentation that the IEP team considered each type of service, even if it was decided that service was not needed
  + Explanation of the extent to which the child will not participate with children without disabilities in the general education class and in extracurricular and nonacademic activities (KSA 72-987(c)(5)
* Gifted children shall be permitted to test out, or work at an individual rate, and receive credit for required or prerequisite courses, or both, at all grade levels, if so specified in the child’s IEP (KAR 91-40-3(g))
* Secondary Transition Services, including Courses of Study (for children with disabilities age 14+) (KSA 72-987(c)(8)(B))
* Secondary Transition Services, including Interagency Responsibilities and Linkages (for children with disabilities age 16+) (KSA 72-987(c)(8)(C))