

Indicator 13- Transition Requirements

1. Measurable Postsecondary Goals:
 - a. The student "will" – HAS TO BE MEASUREABLE
 - b. Must be updated annually- if the goal has not changed make comments about your conversation with the student somewhere in the present level or on the T3 page
 - c. Using either the students name or "I" are acceptable
 - d. Use the phrase "After high school the student will"
 - e. Do not list several jobs (i.e. Jon will be a welder, auto mechanic and/or auto tech)
Generalize as- Jon will work in the auto mechanic field

2. Present Level- Transition
 - a. 2 forms of assessment- include the information you gained from the assessment in the present level- use language from the assessment tool and include statements from student interview, parent interview, team discussion, etc.
 - b. Take completed activities from the T3 page and add them to your transition present level
 - c. Formal and informal
 - d. New transition assessment matrix on DPI website

3. Transition Services
 - a. If you are struggling with this area- first list the needs of the student then sort out what area they belong in- do not think that you need to fill in EVERY area
 - b. These should vary from student to student
 - c. Examples are on the DPI website
 - d. Timeline- you need to consider the current year and future year (not too far in advance)
 - e. When the student has completed an activity take it off the T3 page and add that info. to the present level
 - f. If VR or another outside agency is listed on T3 page as an person/agency in charge of something- there HAS to be documentation that they were invited to the IEP meeting
 - g. Do not feel that you need to fill in every box on the T3 page

4. Course of Study
 - a. Must include all electives- cannot just put in required classes
 - b. Make sure the credits add up to at least the amount required
 - c. If they are attending a 4 year school- there should be no functional classes listed

5. Annual Goals- relate to postsecondary goal(s)
 - a. Wording has changed on this one- For each of the postsecondary goal areas there should be an annual goal or short-term objective included in the IEP related to the student's transition service needs.

IEP meeting:

- Must have evidence that the student was invited to the IEP meeting

- Complete a STUDENT Notice of Meeting
- Cover page of the IEP- attendance
- Copy of student invitation on Tienet
- If student did not attend- document in the IEP that the student was invited and their input was added to the IEP
- Evidence that a representative of outside agency was invited to the IEP meeting
 - Consent to invite outside agency to IEP form must be completed on Tienet- should be updated yearly
 - All the law says is that we invite them- is there a need to be there? Look on T3 page- if not list it n/a

Forms to use when amending IEP:

- Under optional forms: Notice of change to IEP without meeting
- Discuss changes with the parents via email or phone
- Create amended documents