

Secondary Transition: Getting It Right in the IEP (IDEA 2004/Chapter 14 2008)

1. Welcome and Introductions

A student aged 14 or younger, if determined appropriate by the Individualized Education Program (IEP) team, must be invited to participate in the IEP meeting. Participation may include welcoming and/or introducing those in attendance,

or if appropriate, leading the discussion. It is strongly recommended that the student be adequately prepared for this new role prior to the IEP meeting.

2. Complete Pages One and Two of the IEP

Take special note of age; anticipated date of graduation; signatures of student, family members, community agency representative(s), and career and technical education representative, in addition to the other required members of the

IEP team. Note: Identify those members who will be providing written input and who have been excused from attending the meeting.

3. Discuss and Identify the Student's Post-School Goals

Go to section III of the IEP – Transition Services – and in the space after the colon in each post-school goal area (Postsecondary Education/Training, Employment, and, if appropriate, Independent Living), indicate the transition post-school goal that the student has identified. For example: *Henry has a goal of attending a community college.*

A student **must** have at least one Post-School Goal, but most students will have two and many will have three goals. Information for this section should be based on school and agency assessments, student/family surveys, interviews, etc., conducted **prior** to the IEP meeting.

4. Discuss the Student's Present Levels of Academic Achievement and Functional Performance (PLAAPF)

Indicate the student's academic achievement levels (math, reading, CTE program, content areas, etc.) in relation to where he or she wants to go and what he or she wants to do beyond school for the post-school goal(s) selected (see #3 above). Next, indicate the student's functional performance levels (employability, mobility, behavior, activities of daily living, etc.) in relation to the post-school goal(s) identified. Include strengths relative to those goal(s). The Present Levels should include a summary of data collected

from progress reports from the last IEP as well as from other sources, such as teacher reports, classroom and curriculum-based assessments, district-wide assessments, community-based checklists, agency evaluations, etc. At the end of the Present Levels, take special care to accurately describe the student's Academic, Developmental, and Functional Needs, as these will form the basis of the services and activities listed in the Transition Grid, and addressed throughout the IEP.

5. Go to Section III of the IEP – Transition Services

The transition grid covers the period of time the IEP is in effect. Although the grid represents the current year of planning, IEP teams should also document a multi-year planning process. This step-by-step plan leading the student from high school to his or her post-school goals is called the coordinated set of activities. One way to document the coordinated set of activities might be to keep

the grids from year to year. Upon graduation, the IEP team would then have a coordinated set of activities in the student's file. This would also provide the LEA with information to complete the Summary of Academic Achievement and Functional Performance as the student exits his or her educational program upon receiving a diploma or aging out.

6. Section III – CIP Code

For students attending a career and technology center, indicate the Classification of Instructional Program (CIP)

code related to the approved vocational program in which the student is enrolled.

7. Section III – Courses of Study

The student's courses of study should identify by name the courses he or she will be taking within the duration of this

IEP that lead to each post-school goal. Place all courses under each goal area that apply. Update as needed.

8. Section III – Service/Activity Column

In the Service/Activity column under each post-school goal area, identify specific actions that will be taken within the duration of this IEP. There must be at least one activity and/or service for each identified post-school goal. Each student Need listed in the Present Education Levels should be addressed in this column either as a Service or Activity. The list includes instructional Services that will be offered to address skill deficits, such as improving reading

comprehension, improving task completion, or developing independent travel skills, as well as Services that may be provided as Specially Designed Instruction. This list also includes Activities such as visiting postsecondary programs or learning about employment options. When considering each Service/Activity, determine if instruction is needed to address a skill deficit. If instruction is needed, write a measurable annual goal in section V of the IEP.

9. Section III – Location, Frequency, Beginning Date, Duration

In the LOCATION column, identify where each service or activity will take place; for example, general education class, learning support classroom, community site, guidance office, etc. In the FREQUENCY column, identify how often each service or activity will take place (e.g., during the school day, weekly, once in the fall semester). In the PROJECTED BEGINNING DATE column, identify when each service or activity will begin (e.g., the implementation date of the IEP

(MM/DD/YYYY), or if the activity will take place only during the spring semester, indicate that date (MM/DD/YYYY)). In the ANTICIPATED DURATION column, indicate when each service or activity will end (e.g., the anticipated duration date of the IEP (MM/DD/YYYY) or, if the activity will conclude before the IEP duration date, indicate that date (MM/DD/YYYY)).

10. Section III – Person(s)/Agency Responsible

In the AGENCY RESPONSIBLE column, indicate the person's title or agency that will ensure each service is completed. Examples might include: OVR, MH/MR, LEA, guidance counselor, supports coordinator, special education teacher, etc.

Adult service agencies that provide services to support youth and young adults with disabilities to be successful in their targeted post-school goal(s) should be invited to the IEP meeting.

11. Section III – Measurable Annual Goal – Yes or No

In the Measurable Annual Goal block, indicate "YES" or "NO" whether there will be a measurable annual goal written for each applicable post-school goal (See #8 above). There must be at least one Measurable Annual Goal for each post

school goal. "NO" should be checked **only** when the IEP team has determined that a particular post-school goal area is not applicable.

12. Complete the Remaining Section of the IEP

For students ages 14-21, the entire IEP should be considered as a comprehensive plan to assist the student in achieving his or her desired post-school goals. Transition-specific information may be located in the following sections of the IEP:

Section V: Measurable Annual Goals: Using the PA Academic Standards as the basis for developing Measurable Annual Goals and Short-term Objectives is recommended for all students, and **required** for students who will take the

PSSA-Modified. Each Measurable Annual Goal must contain a condition, student name, clearly identified behavior, and performance criteria.

Section VI. Special Education/ Related Services/ Supplementary Aids and Services/ Program Modifications and Specially-Designed Instruction / Supports for School Personnel / Extended School Year.

COMMONWEALTH OF PENNSYLVANIA

Tom Corbett
Governor

DEPARTMENT OF EDUCATION

Ronald J. Tomalis
Secretary

Carolyn C. Dumaresq, Ed.D.
Deputy Secretary,
Office of Elementary and Secondary Education

John J. Tommasini
Director, Bureau of Special Education

Patricia Hozella
Assistant Director, Bureau of Special Education

