

Indicator 13

(Transition Requirements)

Compliance & Quality Tips

Secondary Transition and Student Outcomes
Colorado Department of Education
Exceptional Student Services Unit



COLORADO
Department of Education

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The contents of this handout were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.



What is Indicator 13?

The Individuals with Disabilities Education Act (IDEA) was reauthorized on December 3, 2004, and its provisions became effective on July 1, 2005. In conjunction with the reauthorization, the U. S. Department of Education, through the Office of Special Education Programs (OSEP), required states to develop State Performance Plans (SPPs). Seventeen indicators, on which data are submitted annually in an Annual Performance Report (APR) are included in the SPP. Indicator 13 data [a compliance indicator for transition plan requirements documented in Individual Education Programs (IEPs)] is collected and reported by the Colorado Department of Education (CDE) through electronic record reviews. These reviews are conducted by Administrative Unit (AU) staff through the use of the Exceptional Student Services Unit Data Management System (ESSU DMS).

Current Measurement Language for Indicator 13

“Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, 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.” (20 U.S.C. 1416(a)(3)(B)). **There is an exception to this age requirement in Colorado.** ECEA Rules 4.03(6)(d)(i) states that a transition plan is required, “beginning with the first IEP developed when the child is age 15, but no later than the end of 9th grade, or earlier if deemed appropriate be the IEP Team, and updated annually.”

Who is the intended audience for this document?

The *Compliance & Quality Tips* are designed to be used primarily by those who write and review IEPs for transition aged students.

How are the Compliance & Quality Tips organized?

The *Compliance & Quality Tips* follow the National Secondary Transition Technical Assistance Center’s (NSTTAC) *Indicator 13 Checklist*, which is available on their website:

<https://transitionta.org/search/google/indicator%2013%20checklist>

The *Tips* are organized so they can readily be printed/copied front to back. The front pages for questions 1-6 lists compliance points and quality tips that highlight guidance for educators to assure compliance and guide the development of meaningful transition plans for students with disabilities that will lead to improved post school outcomes. The back side of each question provides examples modeling compliance that leads to quality practices. Question 8 lists compliance on the front page and quality tips on the back. The final page (front and back) includes an Indicator 13 checklist for ongoing internal reviews by AU/school staff.

Compliance points and quality tips have been clearly differentiated to assist educators in enhanced understanding of the compliance requirements and best practice considerations.

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Question 1

Are there appropriate measurable postsecondary goals that cover education or training, employment, and, as needed, independent living?

COMPLIANCE POINTS:

- Postsecondary Goals (PSGs) are required in the areas of education/training and career/employment. The decision as to whether to include a PSG in the area of independent living skills is determined by the IEP Team and should be based on transition assessment.
- The PSG must focus on what the student will do after exiting the public school system. Transition Services for 18-21 year old students is part of the public education continuum and still provides a free, appropriate public education (FAPE) to students with disabilities.
- Use the word **“will”** when describing the PSG. “Wants,” “wishes,” “hopes to,” and other similar words are not measurable.
- The PSG must be an actual outcome and *not* an activity or process. “Will Seek,” “will pursue,” “will continue,” “will learn,” and “will apply” are processes, not outcomes. “Applying” to a college or “seeking” employment is therefore **not** considered a measurable postsecondary outcome.
- The use of one word such as “military,” “nurse,” or “college,” is not a measurable PSG. The outcome must be stated as an end result; “The student **will** enlist in the Army.”
- PSGs in education/training, career/employment, and if appropriate, independent living, must have corresponding annual goals and transition services.

QUALITY TIPS:

- The PSG should succinctly state what the student will do and be based on findings from transition assessment conducted with the student.
- Use an active rather than passive voice; e.g., “The student will participate in on the job training,” rather than, “Will receive on the job training.”
- If it is determined a PSG is not needed for independent living skills, it is best practice to indicate, “Based on assessment data, no goal is needed.”
- **On rare occasions**, the IEP team, considering the severity of the student’s disability and unique needs, may determine that a postsecondary goal in education/training and/or career/employment would be inappropriate at the current time. If so, it would be acceptable to state, “Due to the significant support needs of this student, the student will not be employed and/or attend training.” In this instance, the student must have an independent living PSG and independent living would be the IEP focus.
- The degree of specificity will be based on student age and grade level.

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Question 1

Are there appropriate measurable postsecondary goals that cover education or training, employment, and, as needed, independent living?

EXAMPLES
PSG EDUCATION/TRAINING (required)
After graduation, Henry will attend the Institute of Animal Technology to become a Vet Tech.
After high school, Jackie will participate in on the job training at the Denver International Airport.
Following exit from the district's 18-21 year old services, Maria will complete vocational training at the Denver Culinary Institute.
Following high school, Troy will attend a four year college for business management.
Damian will attend a community based vocational program after he exits public education.
PSG CAREER/EMPLOYMENT (required)
Carl will work at a restaurant or other food service business.
Because of the significance of Max's support needs, the IEP team has determined that he will not be employed after reaching maximum age for public education services.
Following graduation, Ashley will have volunteer positions in the community with support of the local Community Centered Board.
While attending a two-year college I will work part-time at a pet store. After graduating from a two-year college with my associate's degree, I will work full-time as a vet tech.
Following high school, Paul will work at the local hospital with a job coach.
PSG INDEPENDENT LIVING SKILLS (when appropriate)
After graduation, Bill will live at home and independently participate to the maximum extent possible in his daily routines (e.g., feeding, dressing, bathing, etc.).
After completion of 18-21 year old services, Jackie will prepare for each day by dressing and feeding herself with assistance.
Barry will live independently in his own home/apartment, schedule appointments, pay his own bills, and access services in his community by using city bus service.
Following Devon reaching maximum age for services in the secondary school system, he will live semi-independently with a roommate in an assisted living environment and utilize public transportation to access his community.
N/A- Based on assessment data, June has the skills to live independently and no goal is needed.



Question 2

Are the postsecondary goals updated annually?

COMPLIANCE POINTS:

- The postsecondary goals for education/training, career/employment, and as needed, independent living skills, were addressed, updated and documented in the student's current IEP.

QUALITY TIPS:

- The postsecondary goal is clearly stated and updated in the Present Level of Academic and Functional Performance (PLAAFP) of the IEP document.
- The PLAAFP statements should have some connection to the student's identified postsecondary goal(s).
 - **Example:** The statement of Present Level of Academic and Functional Performance (PLAAFP) indicates that the student's postsecondary goals were considered and reviewed, then updated, if appropriate, based on transition assessment information used to develop the IEP.
- The identification of, development of, fine-tuning of and if needed, revision of postsecondary goals should be based on transition assessment.
- Include a summary statement in the PLAAFP describing the student's academic and functional skills and gaps as they relate to the PSGs and any considerations for developing the course of study, transition services, and annual goals.

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Question 2

Are the postsecondary goals updated annually?

EXAMPLES

Based on the assessment analysis, Lisa's postsecondary goals for attending the community college and working in the child care field are attainable. She has achieved her annual goals this past year and is on track to meet her graduation requirements. In addition, Lisa has indicated these identified PSGs continue to be her focus for post school plans.

Based on the academic and career assessments, it is evident that Tyler's career choice is attainable and realistic. Tyler will need to continue to build his reading and writing skills and learn to use assistive technology to support written expression. These skills will enable him to experience success in college classes and later as a construction operations manager.

Results of the most recent assessment data indicate Paul's health and behavioral needs have increased which has affected his academic and functional performance in the school and community settings. Due to these behavioral and health related needs, Paul's skill gaps have increased and attainment of the supported employment postsecondary goal of working as a custodian assistant is uncertain. Further assessment will be conducted to determine health and behavior in relation to future work environments. At this time, Paul's PSG for career/employment will be updated to state "Due to health and behavioral needs, at this time the team has determined Paul will not work."

The most recent CMAS results combined with the district assessment data as well as curriculum-based measures indicate David, a junior has a four year gap in his math skills. David has identified attending the School of Mines to study engineering as his education and training PSG. Transition services and annual goals will address the skill development needed to narrow the gap in math. Related careers in the field of engineering will be explored so David will have other options to consider if his gaps are not closed prior to high school graduation. David's PSG for education/training and career will be revised to state, "David will attend a college to study engineering" and "David will work in the field of engineering."

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Question 3

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

Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills (§300.320). Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Plan,” (Sitlington, Neubert, Leconte, 1997). Age appropriate means a student’s chronological age, rather than developmental age.

COMPLIANCE POINTS:

- Each year, the IEP must be based on newly administered or reviewed age appropriate transition assessment identified by the name of the tool(s) and date(s) of the administration or review.
- The student’s strengths, interests, and preferences must be considered. This information may be obtained through an interview, situational assessment and/or observation. It is not sufficient to interview only the parent(s)/family.

QUALITY TIPS:

- Transition assessment should be comprehensive and tell a rich student “story” that leads to the development of measurable postsecondary goals, courses of study, transition services, annual goals, agency linkages, and the Summary of Performance (SOP). It is the foundation of a meaningful IEP.
- All assessment becomes transition assessment when viewed through a “*transition lens*” to answer the questions “so what does this mean?” and “what are the next steps toward the identified PSGs?” In other words, an analysis of the assessment data should identify potential gaps between a student’s current skill level and the skills/knowledge required to attain the PSGs.
- As with all assessment, transition assessment documentation should include the name of the assessment, the date of the administration/interpretation, who administered/interpreted it, including credentials and a summary of the findings.
- Transition assessment could include academic achievement, aptitude, behavior, functional, and interest data. It can also include a review of existing assessments, including state, district, school assessments and classroom data as well as assessment completed by related service providers.
- Transition assessment data can be gathered through a combination of methods, including computer or web-based assessments; paper and pencil tests; structured student and family interviews; observational school, community or work-based assessments (situational or environmental); and curriculum-based measures. They can be formal or informal.

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Question 3

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

EXAMPLES
<p>9/02/18, <i>Independent Living Skills Postsecondary Goal Worksheet</i>, informal interview, and review of 09/06/18 <i>BASC</i> results, by case manager, Bill Smith. Chris identified he would like to work as a chef. He has helped on jobs involving cooking with his uncle, has his driving permit, has taken a foods class, and regularly does chores at home. He prefers on the job training over a culinary arts program. He struggles to work collaboratively with peers. Chris, under the direction of the case manager, researched various careers in food services on <i>O*NET</i> to determine the skills needed to enter that field after high school. He determined food prep would be a good starting point and learned that establishing and maintaining strong interpersonal relationships is an important requirement for this job.</p>
<ul style="list-style-type: none"> • <i>Transition Planning Inventory</i> (TPI), Case Manager, Sue Jones, completed 4/11/18 • <i>The Life Skills/Career/Transitional Planning Check Sheet</i>, Transition Teacher, John White, 1/16/18 • Informal interview, Joe Smith, 1/10/18 • Review of <i>Accuplacer</i> results, Dan Dunn, 2/1/18 <p>Assessments indicate that Erin, a junior, has adequate and age appropriate independent living, career awareness, and community skills. She is interested in a job where she can work with her hands and with tools. She likes working by herself and building things. Cars are her primary interest. She plans to attend a community college for auto tech. She took the <i>Accuplacer</i> 1/22/18; currently, her skills are not yet at the college readiness level and would require remedial classes. Reading score was 57, college level range 78-120; English 74, college level range 86-120; and arithmetic 65, college level range 71-120. Erin does have three semesters to continue to improve her basic skills and will be provided the specific services to address the identified academic gaps. She will re-take the <i>Accuplacer</i> as part of the college application process.</p>
<p>Michael completed the <i>Casey Life Skills Inventory</i> 2/9/18 to assess his independent living skills. His life skills teacher, Kim Johnson, completed three <i>situational assessments</i> with Michael in January, 2018, one each in the classroom, cafeteria, and community during transit training. These assessments indicate that he can follow multiple step directions, demonstrate safety awareness, and maintain eye contact during interactions with others. He has needs in following directions without prompts, recognizing boundaries, and independently asking for assistance. His life skills teacher has also observed that he typically chooses to work with peers rather than alone.</p>

Question 4

Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

COMPLIANCE POINTS:

- Transition services are the activities/strategies/steps/actions that the “**community of adults**” including special/general education teachers, related service providers, counselors, other school personnel, outside agencies, family members, community members, etc., provides to help the student achieve the identified postsecondary goals (PSGs).
- There must be at least one transition service for each postsecondary goal.
- Transition services must be stated as, “The _____ (e.g., special education teacher, case manager, OT, reading teacher, counselor, parents, etc.) will provide...” and not stated as what the student needs or what the student will do. Identify service providers by title, not name. Avoid the generic “staff” or “team” will provide....
- Transition services must be **specific and individualized** for the student. What are the unique needs for this student that must be addressed to help reach the identified PSGs? They should not include what every student is also receiving (e.g., access to the counseling center and accommodations).

QUALITY TIPS:

- “Support” is too general to be an individualized transition service. The “support” should be clearly defined (e.g., support in life skills to include direct instruction in cooking and making purchases). “Encouragement” will not qualify as a specific transition service.
- One way to help determine appropriate transition services is to read the annual goals. Who will provide what specific service(s) to help the student master the annual goal(s) within one year? (Keep in mind that not all of the activities described under *Transition Services* will have a corresponding annual goal/objective.)
- Transition services may include the facilitation of linkages and/or referrals to adult agencies; however, it may not commit another agency to providing services without the involvement and approval of that agency.

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Question 4

Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

EXAMPLES
TRANSITION SERVICE: INSTRUCTION (EDUCATION/TRAINING)
The case manager will assist Brian in researching the eligibility requirements and services provided by the college disability access center. Brian's parents will take him to tour the college, including the access center. The special education teacher will provide instruction and modeling in how to advocate for his learning needs during class to prepare for college courses.
The general education teacher will provide direct instruction in reading comprehension and written expression to Marty. The special education teacher will provide sample Accuplacer questions in order to help him successfully score above 70 in arithmetic and above 77 in reading comprehension, the scores needed to enter the auto body program without remediation. The case manager will provide Marty with support in organization to include daily planner checks and creation of a filing system to track work assignments and completion.
TRANSITION SERVICE: RELATED SERVICES
The occupational therapist will provide modeling and direct instruction in self-help activities, to include teeth and hair brushing and self-feeding, to help facilitate semi-independent living.
The school psychologist, as part of the weekly anger management group, will provide opportunities to learn and practice conflict resolution, coping strategies for managing frustration and stress, and impulsivity control, to support the student to be successful in the college classroom and the workplace.
TRANSITION SERVICE: COMMUNITY EXPERIENCES
The case manager will provide Emily with practice in learning how to locate transportation resources and learn transportation routes to and from an automotive training school. The transition specialist will provide Emily with automotive job shadow experiences in the community.
The transition specialist will provide instruction and modeling in community access skills to include grocery shopping, public transit skills training, and using the community recreation center.
TRANSITION SERVICE: CAREER/EMPLOYMENT/ADULT LIVING
The consumer math teacher will provide direct instruction in real world application of practical math skills, including creating a budget, understanding taxes, balancing a checking account, and determining interest charges on credit cards to prepare for independently living in the community.
The special education teacher will provide Chris with activities to explore training and employment options as a veterinary technician. Chris has been found eligible for DVR/SWAP services. The SWAP staff will work with Chris to schedule job shadowing opportunities in animal care facilities, as well as provide assistance with applications and resumes, and practice interviewing skills.
TRANSITION SERVICE: DAILY LIVING
The Family Studies teacher will provide instruction in budgeting and health and safety skills in the home and community. The family will work with the special education teacher to create a system in the home where Cecile practices budgeting for outings, cooking meals, using safety precautions, and being aware of strangers.
The special education teacher will provide modeling and/or direct instruction in following a hygiene routine (brushing teeth, hair, washing hands, etc.) and table manners (using utensils, a napkin, etc.) to learn the skills to live in an assisted living environment.

Question 5

Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

COMPLIANCE POINTS:

- A course of study that meets compliance must include a **multi-year** description of coursework from the student's current to anticipated exit year, be **specific and individualized** to the student taking into account the student's preferences, interests, and needs and **link to the postsecondary goals (PSGs)**.

QUALITY TIPS:

- A course of study that exemplifies best practice should, in addition to being multiyear, specific and individualized, and linked to the PSGs, stand up to the "Stranger Test" – is this clear and transferable to another school; e.g., can another school build a class schedule based solely on this information?
- The course of study describes the classes needed by this particular student to align with the identified postsecondary goals. The description may be an individualized list of courses and/or a narrative focusing on specific skills/knowledge to be learned in a class.
- It is acceptable to address where the student is in terms of meeting graduation requirements as long as the course of study also meets the requirements stated above. Simply stating "Will complete graduation requirements" or attaching a list of credit requirements will not meet compliance. If the district provides an individualized four year plan for each student, then that could be acceptable if it provides a clear description of course needs leading to identified postsecondary goals.
- To increase the relevance, clarity, and linkage to the PSGs, the course of study could reflect skills in conjunction with course titles to be obtained through classes; e.g., "skills to develop a resume will be included in English III."

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Question 5

Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

EXAMPLES
<p>During his Junior and Senior years, Joseph will take courses required to meet graduation requirements and prepare for entrance into the Air Force. In addition to the math and science courses he will need for the military, Joseph will take Microsoft Office and Tech Lab classes to learn about basic technology for technological and electronic skills needed in the military. He will take Language Arts classes both years to develop reading and written communication skills for the military as well. Joseph will continue to attend the resource class for study skill strategies and reading skill development. He will take an additional PE class to prepare for the physical demands of the military. Joseph will meet weekly with the speech language pathologist for auditory memory skills.</p>
<p>Sophomore through Senior years: In order for Harrison to be prepared to meet the entrance requirements for college credit at the Institute of Animal Technology, he will take courses in the following:</p> <ul style="list-style-type: none"> • Language arts, PE, algebra, geometry, biology, and chemistry. <p>In addition to the general education requirements for graduation, Harrison will receive instruction in the following:</p> <ul style="list-style-type: none"> • Elements of Reading II for basic reading skills and reading comprehension. • Transition I and II for self determination skill development to learn to advocate for his academic needs and better understand his own learning strengths. • ACE (Alternative Cooperative Education) program his senior year where he will have an opportunity to gain credit and experience within the veterinarian field by either volunteering or completing an unpaid work experience or internship.
<p>In addition to the general education courses needed for graduation, as a Senior, Bonnie will take business II and a health class that will assist in preparing for her career goal of working in the health care field. She will also receive instruction in organizational strategies and frustration coping skills in the senior level transition class.</p>
<p>Throughout his high school career, Darren will receive instruction in a modified curriculum which will include life skills classes that focus on daily living, self-care, basic communication, and basic job readiness.</p>

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Question 6

Is (are) there annual IEP goal(s) related to the student's postsecondary goals/transition services needs?

COMPLIANCE POINTS:

- Annual goals state what the student will do or learn within the next year that will move the student toward achieving the identified postsecondary goals (PSGs) linked to the student's transition services.
- The linkage between the annual goals and the PSGS/transition services must be **direct, specific, and genuine**. If someone were to pick up the IEP and go directly to the annual goals, he/she should be able to predict the PSG/transition service needs with a high degree of accuracy.
- All annual goals must be measurable (300.320(a)(2)(i)).
- Annual goals must focus on skill/strategy development not activity completion.
- It is not enough to simply state that a linkage exists, e.g., "In order to be an auto mechanic, the student must read and write for a variety of purposes." The linkage must be direct, specific, and genuine, e.g., "In order to be an auto mechanic, the student must be able to read automotive theory and skills manuals, which are written at an 8.0 GL."
- Be cautious that the goal does not inadvertently communicate a false reality; i.e., "In order to be successful in college, the student will read at a 4.0 GL."
- At least one annual goal must show direct, specific, and genuine linkage to *each* PSG.

QUALITY TIPS:

- Developing annual goals that genuinely links to the PSGs requires a thorough understanding of the skills, knowledge, and admission/job requirements for the specific PSG. The use of on-line resources (e.g., O*NET) will assist with the necessary knowledge base.
- Annual goals should link to an academic standard, but a standard is not, by itself, an annual goal. Refer to: http://www.cde.state.co.us/cdesped/guidance_alps_ieps
- When appropriate, ensure the student understands the purpose of the goals and how they will be measured and mastered.
- Related service goals must link to the PSG and transition services.
- All annual goals/objectives should be SMART:
 - Strategic and Specific
 - Measurable (may be measurable by objectives)
 - Attainable (use Action words--you should be able to literally see what's happening)
 - Results Driven (Realistic and Relevant)
 - Time Bound

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Question 6

Is (are) there annual IEP goal(s) related to the student's PSGs/transition services needs?

EXAMPLES
ANNUAL GOAL EDUCATION/TRAINING
In preparation for the academic demands of auto mechanics training in a community college, Paul will improve his reading comprehension by answering literal and inferential questions after reading a non-fiction passage at the 8th grade level with 85% accuracy.
In order to access college level academics, Hal will write using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling with 80% accuracy based on the district grade level rubric.
In order to communicate effectively on the job, Frankie will practice self-advocacy skills by discussing his disability, learning characteristics, and needed accommodations with all his general education teachers, without prompting 100% of the time, based on teacher report.
ANNUAL GOAL CAREER/EMPLOYMENT
In order to maintain employment after she graduates from high school, Gina will improve her ability to follow through with tasks, to be measured by the following objectives: <ul style="list-style-type: none"> a. Independently use a planner to track class work and projects 90% of the time b. Complete activities/projects assigned to her 100% of the time
Susan will follow two step picture directions using a picture chart 95% of the time in order to participate in a community-based supported employment program.
ANNUAL GOAL INDEPENDENT LIVING SKILLS
Don will improve his emotional regulation, coping, and problem solving skills as described in his behavior plan in order to live independently in a college dormitory living, by demonstrating the following objectives: <ul style="list-style-type: none"> a. Following classroom and school rules 90% of the time without a prompt and 100% with a prompt. b. Naming personal difficulties and 1-2 ways to appropriately cope with each of these difficulties 9 out of 10 times.
In order to independently communicate information about himself while in the community, Juan will state his first and last name and phone number with 100% accuracy.
In order to participate in a supported living setting, Samantha will respond to questions and make choices using alternative communication methods. <ul style="list-style-type: none"> a. When given a choice between two activities or objects, Samantha will indicate her preference using eye gaze 90% of the time as measured by progress monitoring.

Question 7

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

COMPLIANCE POINTS:

- There is documented evidence in the IEP file that the student was invited to participate in his/her IEP meeting.
 - Notice of Meeting addressed specifically to student (may be co-addressed with parents); or
 - Copy of a separate invitation to the student; or
 - Documentation of verbal invitation.
- The inclusion of the student's name on the list of who will be invited on the parental Notice of Meeting *does not* constitute an invitation to the student.
- A student's signature of attendance on the participants' page of the IEP *will not* meet this compliance requirement. There must be documentation of an invitation that specifically names the student.

QUALITY TIPS:

- Consider a "kid friendly" invitation personally inviting the student to his/her IEP meeting.
- Prepare the student prior to the meeting by explaining the participants, purpose and process. When appropriate, teach the student to actively participate and eventually lead the IEP meeting.

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Question 8

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?

COMPLIANCE POINTS:

- You must have written consent from parents before you invite an agency representative to attend any IEP meeting. This written consent must be obtained each and every time you invite an outside agency.
- Additional documentation is required only if the parental Notice of Meeting indicates that an outside agency was invited. Evidence that this area is compliant will be determined by reviewing the student's IEP file for both **WRITTEN PARENTAL CONSENT** and the **AGENCY INVITATION**. That is the only way to document that the parental consent was obtained prior to the agency invitation. Please note that there are no specific requirements as to what the agency invitation must include; it could be an email, documentation of a phone call, a letter, or IEP Notice of Meeting.
- If an adult service agency is invited, that should be stated in the IEP. That agency must also be included on the parents' *Notice of Meeting*.
- An adult agency representative is only required to be invited to the IEP meeting when that agency is likely to provide and/or pay for transition services within the next year. Typically that may include the local Community Centered Board (CCB), Division of Vocational Rehabilitation (DVR), or Mental Health. You may choose to invite agency representatives earlier in the planning process
- If an agency [e.g., Department of Youth Corrections (DYC), Department of Human Services (DHS), Guardian ad litem (GAL)] has a custodial role with the student, parental consent to invite this agency representative is not required.
- SWAP providers are district/BOCES employees so parental consent is not required for them to be invited to an IEP meeting. However, written parental consent is required to invite the DVR counselor or for the SWAP provider to share any information with the DVR counselor.

Question 8

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?

QUALITY TIPS:

- Compliance requirements around parental consent do not apply to linkages. Actively facilitate linkages to appropriate agencies. Linkages could be an appropriate transition service. Linkages can be effectively facilitated outside of the IEP meeting. Work with your local agency partners to establish relationships.
- If outside agencies attend a meeting at the invitation of the parents, that should be documented somewhere on the IEP. For example, it could be noted on the *IEP Participants* section, “attended per parent invitation.”
- If an adult service agency is not invited to an IEP meeting, this would be explained in: *Agency Linkages* with one of the following statements:
 - *Name of student* is not eligible for adult agency services at this time.
 - *Name of student* has applied for CCB services and is on the wait list.
 - *Name of student* and family have been informed of agency resources and potential benefits of eligibility, but they have declined to pursue services at this time.
 - *Name of student* is too young for services from adult agencies at this time.
 - *Name of student* and family have been provided contact information for *name of agency* and will have the opportunity to meet with them at the Agency Fair.

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