SECONDARY TRANSITION TOOLKIT
Materials from KSDE
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Secondary Transition Checklist of IEP Requirements

All requirements are needed for the first IEP to be in effect when the child turns 14, except as noted:

- ❑ Conduct Age-appropriate Transition Assessment

- ❑ Invite the Student to the IEP meeting

- ❑ Invite an Agency Representative (with consent) to the IEP meeting

- ❑ Develop Appropriate Measurable Postsecondary Goals

- ❑ Identify Transition Services, including Courses of Study

- ❑ Identify Transition Services, including Interagency Responsibilities and Linkages (Age 16)

- ❑ Develop Annual IEP goal(s) aligned with Measurable Postsecondary Goals

IEP REQUIREMENTS

IEP Requirements: 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 interests regarding each postsecondary goal.
- Transition assessment may require parent consent. When assessments are given to individual children to determine whether current services are adequate or should be changed, OSEP says that would always be an evaluation that would trigger the consent requirement.
- 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 (Age 14)
- 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).
- 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, and then 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. (www.ksde.org)

IEP Requirements: Measurable Postsecondary Goals (MPG) (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 <u>after</u> 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 <u>needs</u>, <u>strengths</u>, <u>preferences</u> and <u>interests</u> 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), unpaid, non-employment, etc. *(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.

IEP Requirements: Transition Services, including Courses of Study (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.
- 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 a multi-year description of coursework, from the student's current year to the anticipated exit year. The Courses of Study should align with the IPS Academic Goals.
- 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.
- 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.

IEP Requirements: 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:
    - o Document transition services and activities for the current IEP year and identify the responsible party/agency.
    - o Document who will provide or pay for which services if an agency outside of the school has responsibility.
    - o 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.

IEP Requirements: Annual Goals Must Be Aligned with Measurable Postsecondary Goals

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

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.

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.

**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 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 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

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, 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: After participating in a one-semester banking simulation class, 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 November 3, 2018.

APPENDIX

Indicator 13 Checklist Questions – These are the areas checked as part of the transition file review each year.

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.

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 measureable 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.

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 measureable 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.

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.

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.

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.

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).

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.

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.

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.

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))
  - o Projected date for beginning of each of the services (KSA 72-987(c)(7))
  - o Frequency/Location/Duration of each of the services (KSA 72-987(c)(7))
  - o Documentation that the IEP team considered each type of service, even if it was decided that service was not needed
  - o 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))
  - o Must include projected data for beginning of services and anticipated frequency, location, and duraction of those services reaching the level of special education instruction or related services (KSA 72-987(c)(7)
- ☐ Secondary Transition Services, including Interagency Responsibilities and Linkages (for children with disabilities age 16+) (KSA 72-987(c)(8)(C))
  - o Document activities & transition services for the current IEP year and identify the responsible party/agency

Secondary Transition Frequently Asked Questions

<u>What are measurable postsecondary goals? How are they different from annual goals?</u>
Measurable postsecondary goals measure an outcome that occurs <u>after</u> a student leaves high school, as opposed to an annual goal which describes a skill the student must attain by the end of the IEP year. Measurable postsecondary goals (MPGs) must be developed that address the areas of

- Training/education and
- Employment, and
- When appropriate, independent living.

The measurable postsecondary goals provide the context for all the planning that occurs during the development of the student's IEP. The appropriate measurable postsecondary goals are based upon age-appropriate transition assessments and reflect the student's needs, strengths, preferences, and interests—what he or she wants to do.

<u>What are secondary transition services?</u>
Secondary Transition Services include activities, strategies, and/or services needed to support the student in achieving his/her measurable postsecondary goals.
The IEP must include the transition services, including appropriate courses of study, needed to assist the student in reaching the postsecondary goals beginning at age 14. Teams should consider each of the following areas when identifying Transition Services:

- 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 those services the student may need beyond school
- Community experiences provided outside school or in community settings
- Employment or other adult living experiences the student needs now in order to achieve postsecondary goals
- Acquisition of daily living skills (if appropriate)
- Functional vocational evaluation (if appropriate)

There are five types of services that need to be considered when developing an IEP: special education (instructional) services, related services, supplementary aids and services, program modifications, and supports for school personnel. If any of those services would be needed to assist the student in reaching the measurable postsecondary goals, it would be considered a transition service.

When is the description of Frequency, Location, and Duration required for a transition service?

If a transition service meets the definition of special education or related service, then the IEP must describe the frequency, location, and duration for that service.

Examples of transition services with Frequency/Location/Duration descriptions:

1) The student will receive transportation to take the student to visit the welding certification program at Happy Valley Community College (HVCC).
    – Frequency: once during the first semester
    – Location: school vehicle
    – Duration: from the high school to HVCC and back
- The student will receive individual counseling from the school social worker to develop improved self-advocacy skills.
    – Frequency: one session each week for the second quarter of school
    – Location: school counselor's office
    – Duration: one class period each session

How do you determine if a student does or doesn't need transition services?

First, think about what transition services the student needs for achieving his/her measurable postsecondary goals. Then consider what transition supports the student receives within the general education setting. As districts implement Individual Plans of Study (IPS) for all students, special education staff should be aware of what the district offers for all students so students with disabilities are participating to the extent possible in general education transition planning. If supports provided by the general education setting are sufficient for meeting the student's needs at this time, then no special education transition services would need to be identified on the IEP. If the IEP team determines that no transition services are needed, the IEP should include a statement confirming that decision. However, if additional services are needed to support the student in achieving the measurable postsecondary goals, then special education transition services need to be identified. Keep in mind that the child must be invited to any IEP team meeting if transition services will be discussed. Remember that the Courses of Study component of transition services, required at age 14, must be completed for all students with a disability.

What's the difference between a transition service and transition activity?

Transition services include any activities, strategies, or services needed to support the student in achieving his/her measurable postsecondary goals. That means transition activities may be included in the Transition Services specified in the IEP. Services might include any of the five types of IEP services (i.e., special education instructional services, related services, supplementary aids and supports (which include accommodations), modifications, and supports for school personnel), while transition activities are other supports or experiences provided to meet a student's transition needs.

What is a transition activity? A transition strategy?

The IDEA regulations do not distinguish between a transition activity and strategy, and there is no need to differentiate between transition activities and strategies on the IEP. Generally speaking, a transition activity is usually instruction, including repeated practice, within a special education setting designed to meet a transition need. It might also be a description of a work experience or a community experience. A transition strategy is typically a technique used by a school staff person to encourage the rehearsal or generalization of a student skill related to a postsecondary goal.

Examples of transition activities:
- John will work one period twice a week in the school's front office.
- John's special education math class will include instruction in personal banking skills.
- John will practice interview skills with his classroom teacher and then will participate in an interview with the district's personnel office.
- John will register to vote, with assistance from the district transition coordinator.

Examples of transition strategies:
- John will be provided with verbal cues by his teacher to help him recognize he should use previously learned self-advocacy skills.
- John will receive a non-verbal cue from his teacher to remind him to practice his anger management skills.
- John will use guided notes to study for tests.

Should an IEP list transition activities the parent or student will carry out?

Remember that the IEP is the district's offer of FAPE. As a result, transition activities, strategies, and services should only describe supports provided by the district, or linkages from outside agencies. Don't list activities that the parent or student will carry out as a Transition Service. For example, don't list "John will obtain his driver's license" as a Transition Service if this is something John and his parents will do without any district support. You might describe this within the Present Levels of Academic Achievement and Functional Performance (PLAAFPs), to show that the IEP team considered this need and how the need would be met.

Determining when an outside agency should be invited to the IEP meeting

Beginning at age 16, the IEP must include, when appropriate, a statement of the interagency responsibilities or any needed linkages. An outside agency must be invited (with parent permission) to the IEP meeting when they are likely to be responsible for providing or paying for transition services. It might be appropriate to invite more than one outside agency. An outside agency would not be invited if one of the following is true:
- the student does not have a need for any transition services, or
- transition services provided by general education are sufficient to meet the student's needs, or
- all needed services are to be provided by the district.

Determining which outside agency should be invited to the IEP meeting

The Indicator 13 checklist indicates that representatives of agencies providing the following types of services might be considered for invitation to the IEP meeting:

      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

The team should consider what types of services an individual student is likely to need throughout the secondary transition process and invite (with parental consent) whoever might provide services to the student. This might be Vocational Rehabilitation (VR) Services, but it might be a representative of a 4-year college, a community college, or a vocational/technical school. The team should also consider inviting (with consent) representatives of mental health service providers, independent living centers, community developmental disabilities organizations, and providers of related services the student may need as an adult. It would be inappropriate to always and only invite Vocational Rehabilitation (VR) Services to the IEP meeting as a default practice for all students. This decision should be individualized, based on the needs of the individual student.

Are secondary transition services required in the IEP of a student identified as gifted only?

No, students identified as gifted only are excluded by definition. K.A.R. 91-40-1(uuu) defines "transition services" as "a coordinated set of activities for a student with *disabilities* . . . ." (emphasis added)

SECONDARY TRANSITION RESOURCES

- Special Education Process Handbook, https://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Special-Education/Legal(SpecialEducation)/KansasSpecialEducationProcessHandbook
- KSDE Individual Plans of Study Page, http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Individual-Plans-of-Study-IPS-Student
- KSDE Indicator 13 Transition Checklist, http://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Special-Education/KIAS/SPP-and-APR#indicators
- FY19 Special Education Administrators' Guide and Resources https://www.ksdetasn.org/resources/1432
- National Center on Secondary Education and Transition, www.ncset.org
- National Technical Assistance Center on Transition (NTACT), https://transitionta.org
- Secondary Transition Module, the IRIS Center, Vanderbilt, http://iris.peabody.vanderbilt.edu/module/tran/
- Transition Coalition, 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
- Jenny Hatch Justice Project, www.jennyhatchjusticeproject.org
- Putting it All Together: The Summary of Performance Lesson from the Zarrow Center for Learning Enrichment, www.ou.edu/education/zarrow
- IMDetermined, www.imdetermined.org
- Charting the LifeCourse: Daily Life & Employment Guide—Transition Age, https://kcdd.org/about-us/lifecourse-materials-and-resources
- Tips for Transition, Division of Career Development and Transition, 2009, University of Kansas Transition Coalition http://transitioncoalition.org/transition/tcfiles/files/docs/Tips_Sep09_final1254168142.pdf/Tips_Sep09_final.pdf
- NSTTAC (National Secondary Transition Technical Assistance Center), http://www.nsttac.org/
- Summary of Predictors of Postsecondary Success: Predictor Categories, Outcome Areas, Levels of Evidence, and Descriptions, http://www.nsttac.org/sites/default/files/assets/pdf/SummaryOfPredictorsCategories.pdf
- Overview of College Resources for Students with Disabilities, https://www.bestcolleges.com/resources/disabled-students/
- Wisconsin Post-High School Outcomes Survey www.posthighsurvey.org
- The Wisconsin Let's Get to Work project www.letsgettoworkwi.org/
- Transition Resources 4 Youth, http://www.tr4y.org/

- Ohio Summary of Performance Packet
  https://transitionta.org/sites/default/files/SUMMARY%20OF%20PERFORMANCE%20Packet.pdf
- PACER's National Parent Center on Transition and Employment,
  http://www.pacer.org/transition/
- Teaching self-determination
  https://www.crporegon.org/cms/lib/OR01928264/Centricity/Domain/45/Documents/NSTTAC-Teaching-Self-Determination-Skills-to-Students-with-Disabilities.pdf

Transition Assessment Information
- Ohio packet of sample free assessments, inventories, and interviews
  http://www.ohioaatalibrary.org/?page_id=871
- Career Occupational Preference System – Picture Inventory (COPS-PIC)
  https://www.edits.net/products/career-guidance/cops-pic.html
- Reading Free Vocational Interest Inventory-2nd edition (published by PRO-ED)
  https://www.proedinc.com/Products/15055/readingfree-vocational-interest-inventorysecond-edition-rfvii2.aspx
- Tennessee Employability Skills Checklist, https://cte.careertech.org/sites/default/files/10-18_WBL_EmployabilitySkillsChecklist.pdf
- Wisconsin Assistive Technology Initiative (WATI), http://www.wati.org/free-publications/other-materials/
- WATI Teacher AT Transition Portfolio, https://dpi.wi.gov/sites/default/files/imce/sped/doc/at-wati-tchr-portfolio.doc
- The Environmental Job Assessment Measure (E-JAM),
  https://transitioncoalition.org/blog/assessment-review/the-environmental-job-assessment-measure-e-jam/
- ESTR (The Enderle-Severson Transition Rating Scale), https://www.estr.net/index.cfm
- Washington State Department of Social and Health Services Life Skills Inventory Independent Living Skills Assessment Tool, https://transitionresponse.com/wp-content/uploads/2011/09/Life-Skills-Assessment-Div.-Of-Children.pdf
- Pictoral Interest Inventory, https://www.cves.org/wp-content/uploads/2015/08/Pictoral_Interest_Inventory_template_SHEN.pdf
- Picture Career Interest Inventory, https://www.cves.org/wp-content/uploads/2015/08/PictureCareerInterest_Inventory.pdf
- Quickbook of Transition Assessment,
  https://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf
- Wisconsin Age-Appropriate Transition Assessments and Activities Guide,
  https://www.witig.org/wstidata/resources/transition-assessment-resources_1448046810.pdf
- Indiana Transition Assessment Tools,
  https://www.iidc.indiana.edu/styles/iidc/defiles/INSTRC/TransitionAssessment/Transition%20Assessment%20Resource%20Guide%20-%20Tools%20-%20Employment%20Revised.pdf

Links to Secondary Transition Resources on the TASN Website

TEACCH Transition Assessment Profile (TTAP)
> How to Set Up https://www.ksdetasn.org/resources/1911
> This document contains photos of how to set up TTAP tasks for the formal assessment.

Cumulative Record of Skills. https://www.ksdetasn.org/resources/1913
The TEACCH Transition Assessment Profile (TTAP) cumulative record of skills can be used in conjunction with the formal TTAP assessment as a checklist of emerging and passing skills in a variety of skill areas.

How to Complete the Scores Profile https://www.ksdetasn.org/resources/1912
This document provides instructions on completing the scores profile on the TEACCH Transition Assessment Profile

Meaningful school jobs, including a description, checklists, and other visual supports
Office Duster https://www.ksdetasn.org/resources/1900
School Pet Caregiver https://www.ksdetasn.org/resources/1899
Vending Machine Manager https://www.ksdetasn.org/resources/1878
School News Reporter https://www.ksdetasn.org/resources/1875
Paper Manager https://www.ksdetasn.org/resources/1895 (also 1879)
Milk Manager https://www.ksdetasn.org/resources/1897
Library Manager https://www.ksdetasn.org/resources/1896
Gardener/Landscaper https://www.ksdetasn.org/resources/1893
Fire Drill Assistant https://www.ksdetasn.org/resources/1892
Doorknob Cleaner https://www.ksdetasn.org/resources/1872
Door Greeter https://www.ksdetasn.org/resources/1891

Tri-State Webinar: It's never too early to start: Transition planning across the grade levels
https://www.ksdetasn.org/resources/1819
There is a stronger demand than ever to provide functional and "real world" skills to students with Autism Spectrum Disorders (ASD) and other disabilities. Although official transition planning usually begins in high school, outcome studies reveal the need for this planning to begin much earlier in a student's life. This webinar will focus on how to implement functional and transition focused instruction and curriculum in elementary and middle school environments.

Tri-State Webinar: Using community-based instruction to prepare students with Autism Spectrum disorder for post school environments https://www.ksdetasn.org/resources/1821
Over next decade, 500,000 individuals with ASD will be graduating from high school, which highlights the need for transition focused curriculum and instruction to be utilized throughout school and community environments. This webinar will focus Community Based Instruction (CBI), which is educational instruction in naturally occurring community environments that provide students "real life experiences".

Tri-State Webinar: Social Competencies: Implementation Across the Lifespan
https://www.ksdetasn.org/resources/1783
The ability to interact successfully with peers and adults may be the most important aspect of development in relation to outcomes as an adult. During this webinar, Gail Ferguson and Lisa Holt will discuss ways educators, related service providers, and families, can support social

competencies for students with autism and other complex disabilities by implementing evidence-based strategies at school, at home, and in the community.

Meet Colby: School-to-Work Success Story https://www.ksdetasn.org/resources/1806
Meet Colby, his mother, and supervisor to hear about the outcome of instruction in social competencies as Colby moved from classroom to paid employment.

Gallaudet University: College Preparation Guide https://www.ksdetasn.org/resources/1764
By choosing your high school courses carefully, participating in extracurricular activities, academic competitions, and summer enrichment programs, gaining work experience, taking standardized college entrance examinations, and starting to plan how to pay for school, you will be all ready to embark on your college adventure!

"Don't Be Afraid!" https://www.ksdetasn.org/resources/1743
Hear from a HyVee store manager on the benefits and importance of hiring individuals with disabilities.

Interview with Andreas https://www.ksdetasn.org/resources/1742
Hear a student in a Topeka transition program share what he likes about his job at a local restaurant in this short video.

Social Competency Resources https://www.ksdetasn.org/resources/1358
Resources for providing instruction in social competencies. This easy-to-use table includes author, title, brief description, cost, and availability in the TASN ATBS library.

"They are an asset": A Kansas student is a valued employee in a Topeka grocery store
https://www.ksdetasn.org/resources/1740
Listen to the perspectives of an employee and employer in this short video that highlights a student in a Kansas transition program.

The Culture of Our School https://www.ksdetasn.org/resources/1731
Find out how a Kansas high school fosters a culture of inclusion for ALL students.

The Culture of Our School Part 2: "You can't put a value on it"
https://www.ksdetasn.org/resources/1741
Hear a Kansas school counselor describe the culture of inclusivity at his high school and the impact it has had on all students.

Special Interest Areas and Employment https://www.ksdetasn.org/resources/1739
Learn how a Kansas teacher's identification of a student's special interest area led to in-school and out of school employment opportunities!

"It's Very Middle School" https://www.ksdetasn.org/resources/1718

DeSoto Kansas special educators talk about the results and outcomes of their cardmaking business.

The Nuts & Bolts of the Cardmaking Business https://www.ksdetasn.org/resources/1581

Listen to middle school teacher Kaitlyn North of the DeSoto School District describe the cardmaking business run by her special education students and a group of their general education peers.

Meet Kati: Goal Setting
https://www.ksdetasn.org/resources/1670

Explore Kati's story as she works toward goal setting using a four-step plan; visual supports and examples provided.

Transition Tips: Age Appropriate Transition Assessment
https://www.ksdetasn.org/resources/1275

Do you work with transition age youth? Are you interested in finding age appropriate transition assessments (AATA's) for your students? Age appropriate transition assessment data can provide a snapshot of where your students are now in relation to where they want to be after high school, helps guide programming, and helps determine the strengths, preferences, interests and needs of each student.

Tri-State Webinar: Transition Planning for Individuals with ASD

Part 1 of 4: Targeting Skills for Adult Independence
https://www.ksdetasn.org/resources/1197

In part 1: Targeting Skill for Adult Independence, Dr. Peter Gerhardt discusses the 5 necessary beliefs/rules about transition.

Part 2 of 4: Targeting Skills for Adult Independence
https://www.ksdetasn.org/resources/1204

In part 2: Targeting Skill for Adult Independence, Dr. Peter Gerhardt discusses:
- The principles of positive reinforcement
- The priorities of instruction in transition programming (work/social/navigation skills)
- The transition profile areas of focus
- The sphere of intervention
- The responsibility in support of transition planning
- How to balance academic and functional skills across a student's school career
- Which strategies are effective for teaching students with ASD basic transition skills

Part 3 of 4: The Central Importance of Sexual Education in ASD

In part 3: The Central Importance of Sexual Education in ASD, Dr. Peter Gerhardt discusses:
1. Why we should teach human sexuality education to individuals with ASD
2. Guidelines for teaching learners with ASD about human sexuality

3. Strategies for teaching human sexuality education

Part 4 of 4: Person Centered Planning: Creating a Map to Your Student's Future
https://www.ksdetasn.org/resources/1235
In part 4: <u>Person Centered Planning: Creating a Map to Your Student's Future</u>, Sonja Peetz discusses:

1. Learn what Future Planning is and how can it be used.
2. Identify common characteristics of Future Planning Mapping.
3. Identify Future Planning frames and how to complete a map.
4. Learn facilitation tips to complete a map.
5. Identify limitations of Futures Planning.

iTransition Application https://www.ksdetasn.org/resources/1121
Did you know there is a FREE app to help teachers, parents, and IEP team members engage students in the post-secondary transition planning process? It's called *iTransition Kansas* and it was developed to ask simple questions of students so that they can provide more detailed input regarding their IEP transition plan. This app is available for free on multiple platforms:
- Apple iPads and iPhones via the iTunes App Store (keyword search: iTransition)
- Android Tablets, Phones and other Devices via the Google Play Store (keyword search: iTransition)
- As a web-based app accessed by any internet-connected device with a web browser – go to www.itransitionks.org

After answering a few questions, the app produces a PDF document detailing the student's initial input for their post-secondary transition plan, which can be shared with the IEP Team and other persons important to the transition planning process. This is a free option to help engage students with the use of technology with which they may be more comfortable – apps, devices, the internet, etc. This input can be considered as part of the normal IEP planning process.

Transition Planning https://www.ksdetasn.org/resources/1195
The student is the main player in the transition process. Information about the three steps of the transition process as well as links to comprehensive resources.

Tri-State Webinar: Programming for Middle and High School
Presenters will discuss how to use assessment and curriculum guides to determine priorities in instruction across learning environments. Participants will also learn about how to teach routines through a task analysis, how to develop and implement age appropriate visual supports for school and community environments, and strategies for visually supporting social, communication and behavioral skills.

Part 1 of 4: Assessment and Curriculum Guides for Secondary Students with ASD
https://www.ksdetasn.org/resources/842

Part 2 of 4: Developing Routines and Independence Using Task Analysis
https://www.ksdetasn.org/resources/790

Part 3 of 4: Developing and Implementing Age-Appropriate Visual Supports for School and Community Environments https://www.ksdetasn.org/resources/771

Part 4 of 4: Developing and Implementing Visual Supports for Social, Communication, and Behavioral Skills https://www.ksdetasn.org/resources/793

Using Strengths & Interests to Build Skills for the Future
https://www.ksdetasn.org/resources/1580
Listen to an educational team and one incredible student discuss "the year of sound". This team is committed to supporting a student's interests and strengths, designing a plan that's perfect as he prepared for life after school.

Transition Resources Table https://www.ksdetasn.org/resources/1823
This comprehensive, easy-to-read guide (Peterson, Pomeroy, VanDycke, Hovland, 2017), found on the Division of Career Development and Transition website, is a resource both families and educators can use to support transition planning for students with disabilities.

Transition Across the Lifespan https://ksdetasn.org/atbs/transition-across-the-lifespan
The Transition initiative supports outcomes for all students with autism and other low incidence disabilities using a process that includes assessment, planning, and implementing evidence-based strategies and programming – at school, at home, in the community, and in the workplace. Each of the webpages has links to resources from other states or national organizations to support transition age students with autism and developmental disabilities.

Adult Roles and Responsibilities https://ksdetasn.org/atbs/adult-roles-and-responsibilities

Assessment https://www.ksdetasn.org/atbs/assessment

Family Engagement https://www.ksdetasn.org/atbs/family-engagement

General Information https://www.ksdetasn.org/atbs/general-information

Health & Wellness https://www.ksdetasn.org/atbs/health-wellness

IEP Transition Planning https://www.ksdetasn.org/atbs/iep-transition-planning

IEP Boot Camp https://www.ksdetasn.org/resources/1533
IEP Boot Camp is a one-day training designed to focus on the basic IEP regulatory requirements of preparing for the IEP meeting and developing Present Levels of Academic Achievement and Functional Performance (PLAAFPs), Measurable Annual Goals, Short-term Objectives and

Benchmarks, Services, and Secondary Transition. The information can be used to ensure that all IEP requirements are addressed during preparation and completion of the IEP, including appropriate participation of the parent and student. Upon completion of the training, participants will have knowledge of how to develop IEPs that meet all the requirements of the IDEA File Review and the Indicator 13 (Transition) File Review conducted each year by the Kansas Department of Education.

Secondary Transition IEP module https://www.ksdetasn.org/resources/738
This IEP training module focuses on the requirements related to secondary transition.

Families Together, Inc., Building the Dream
https://familiestogetherinc.org/transition-to-adulthood/
This webpage has links to outside resources and archived trainings for transition, including online learning, general resources, transition assessment, postsecondary goals, transition services, LRE work placements, summary of performance, individual plans of study, and other transition resources.