

# **I-13 Training and File Review Manual**

---

**Fall 2009**

**Barbara Goldsby**

**Barbara Palmer**

**Maureen Wirth**

**Katie Oliver**

**Alison Lowenthal**

cde

**2009 I-13 TRAINING AND FILE REVIEW MANUAL  
TABLE OF CONTENTS**

1. TABLE OF CONTENTS

1a. Table of Contents

2. GENERAL OVERVIEW

2a. Compliance Tips

2b. NSTTAC I-13 Checklist

2c. Power Point, "IDEA Transition Requirements"

3. QUIZES FOR PRE/POST AND/OR DISCUSSION

3a. I-13 Quiz for Sites in Verification

3b. I-13 Quiz for Sites in Verification, Discussion Guide

3c. I-13 Quiz (based on all 8 questions)

3d. I-13 Quiz (based on all 8 questions), Discussion Guide

3e. "Long Quiz" for File Review for Sites in Verification

3f. "Long Quiz" for File Review for Sites in Verification, Discussion Guide

3g. "Long Quiz" for File Review (based on all 8 questions)

3h. "Long Quiz" for File Review (based on all 8 questions), Discussion Guide

4. I-13 FILE REVIEW

4a. I-13 File Review Procedures

4b. Cutting EdJ Data Collection for AU Internal Quality Assurance for Sites in Verification

4c. Cutting EdJ Data Collection for AU Internal Quality Assurance, (based on all 8 questions)

4d. I-13 Data Collection TRAINING

4e. CDE Compliance Tips/Cutting EdJ Alignment for Sites in Verification

4f. CDE Compliance Tips/Cutting EdJ Alignment, (based on all 8 questions)

4g. Disability Codes

4h. Status Report for I-13, Excel Spreadsheet

5. SAMPLE IEPS

5a. Sample 1, Compliant SLD

5b. Sample 2, Compliant SLIC

5c. Sample 3, Noncompliant MD

5d. Sample 4, Noncompliant SLI

5e. Sample 5, Noncompliant SIED

5f. IEP Quick Cheat Sheet.doc

## TIPS FOR MEETING INDICATOR 13 REQUIREMENTS

### INDICATOR 13, QUESTION 1

**Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?**

#### KEY POINTS:

- Postsecondary Goals (PSG) are required in the areas of education/training and career/employment. The decision as to whether or not to include a PSG in the area of independent living skills rests with the IEP Staffing Team (check with your Director for district/BOCES policy). If no goal is needed for independent living skills, nothing needs to be written in this area. However, any goal written must be measurable.
- The PSG must focus on what the student will do after exiting the public school system. A Transition Program 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. For those students, the PSG must address what will occur after the student completes that program.
- Use the word “**will**” when describing the PSG. “Wants,” “wishes,” “hopes to,” and other similar words are not measurable and should not be used.
- Use active rather than passive voice (e.g. “The student will participate in on-the-job training,” rather than, “Will receive on-the-job-training.”)
- The PSG must be an actual outcome and not an activity or process. “Seeks,” “pursues,” “continues,” and “applies” are processes, not outcomes. “Applying” to a college or “seeking” employment is therefore **not** considered a measurable 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.”
- The PSG should succinctly state what the student will do and be based on findings from transition assessments conducted with the student.
- For a student with significant support needs, it may (depending on the individual needs of the student) be acceptable to state, “Due to the significant support needs of this student, there are no postsecondary employment (and/or education) goals.” In this rare instance, the student must have an independent living skills PSG, and the IEP would strongly focus on independent living skills based on the student’s unique and individual needs.
- PSGs in education/training, career/employment, and if appropriate, independent living, must have corresponding annual goals and transition services.

*Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.*

**TIPS FOR MEETING INDICATOR 13 REQUIREMENTS  
INDICATOR 13, QUESTION 1**

**Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?**

EXAMPLES	NON-EXAMPLES
After high school, Jennifer <b>will be</b> an auto mechanic.	After high school, Jennifer plans to be an auto mechanic.
After high school, Leon <b>will work</b> in the fast food industry.	After high school, Leon is considering working in fast food.
After high school, Mallory <b>will work</b> competitively, full-time.	After high school, Mallory hopes to work full-time.
After high school, Marcus <b>will work</b> competitively with support.	After high school, Marcus will need support.
After high school, Teresa <b>will attend</b> college.	After high school, Teresa will apply to college.
After high school, Zach <b>will participate</b> in on-the-job-training.	After high school, Zach will continue on-the-job-training.
After high school, Samantha <b>will live</b> independently.	Independent.
After graduation, Bill <b>will live</b> at home and participate to the maximum extent possible in his daily routines (e.g. feeding, dressing bathing, etc.) through the use of technology.	Home with parents.
Following Devon’s aging out of the school system, he <b>will not work</b> until support services are available from the local community center board.	Devon will be referred to adult services.
Following graduation, Ashley <b>will have volunteer positions</b> in the community with support of the local community center board, but not paid employment.	Volunteer.

**TIPS FOR MEETING INDICATOR 13 REQUIREMENTS  
INDICATOR 13, QUESTION 2**

**Is (are) the postsecondary goal(s) updated annually?**

An IEP that is compliant in the area of annually updating postsecondary goals will meet the following criteria:

- The postsecondary goal(s) for education or training, employment, and as needed Independent Living, is (are) documented in the student's current IEP.

*Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.*

This page was intentionally left blank.

## TIPS FOR MEETING INDICATOR 13 REQUIREMENTS INDICATOR 13, QUESTION 3

### **Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment?**

The Division on Career Development and Transition (DCDT) of the Council for Exceptional Children defines transition assessment as an “...ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demand of current and future working, educational, living, and personal and social environments. 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, p. 70-71). Age-appropriate means a student’s chronological, rather than developmental age.

#### KEY POINTS:

- Transition assessment leads to the development of measurable postsecondary goals, courses of study, transition services, annual goals, agency linkages, and the Summary of Performance (SOP).
- Transition assessment could include aptitude, achievement, behavior, skills, and personality evaluations, as well as interests and preferences.
- Transition assessment must be comprehensive and more than a single “snapshot.”
- 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); and curriculum-based assessments.
- Assessments can include formal and informal measures.
- Transition assessment can include information from a variety of sources including state, district and/or school wide assessments and student record review. Review those assessments through a “transition lens.”
- Access assessment information and resources through the Guidance Counseling Office or Career Center in your district, the local Workforce Center or DVR. With parent permission and assistance you may be able to access information about the student’s participation in outside activities such as 4-H, Scouts, church or volunteer activities.
- When the assessment is specific and individualized to a student AND impacts a student’s eligibility for special education and related services or changes those services, it is an evaluation under IDEA and requires parental consent.

*Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.*

## **TIPS FOR MEETING INDICATOR 13 REQUIREMENTS INDICATOR 13, QUESTION 3**

### **Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment?**

On the new state recommended IEP form, there is a separate space for transition assessment in *Section 6, Present Levels*. Include here the name of the assessment(s), who administered it, and when. The results of the transition assessment should be included here or in the other areas of *Section 6, Present Levels*. Assessment should be used to develop the postsecondary goals, transition services, course of study, and annual goals. A process should be evident (e.g. data were obtained over time and not just from one “snapshot,” or a comprehensive assessment(s) is used).

An IEP that is compliant in the area of transition assessment will meet the following criteria:

- Assessment is used to provide information on the student’s strengths, needs, preferences, and interests regarding postsecondary goals. (Although it is acceptable for the IEP to describe future transition assessments, there must be evidence that transition assessment was completed and considered prior to development of the current IEP.)
- The results of transition assessment are used in the development of the transition IEP—postsecondary goals, transition services, course of study, and annual goals.
- There is no indication that the sources of information are not age-appropriate.



## TIPS FOR MEETING INDICATOR 13 REQUIREMENTS INDICATOR 13, QUESTION 4

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

### KEY POINTS:

- Transition services are a “coordinated set of activities” leading toward the measurable postsecondary goals. Activities are not annual goals; they are the things/steps/actions that should happen to help the student achieve their postsecondary goals.
- The activities should include what each party will do and demonstrate coordination between general education, special education, related services, family, student and outside agencies/services or supports. Linkages and services provided by an outside agency can be described in the “Agency that may provide transition services” box on the IEP.
- Transition services must be stated as, “The \_\_\_\_\_ (e.g. adults in the school, adults working for other agencies, adults in the community, or parents) will provide...” and not stated as what the student needs or what the student will do.
- Transition services must be specific and individualized for the student. They should not focus on what every other student is also receiving (e.g. earn a diploma, take CSAP, receive accommodations and/or modifications).
- Related services (defined in ECEA 2.37) include transportation, physical and occupational therapy, psychological services, speech/language, etc., and must be related to the PSG.
- A school may provide the active facilitation of linkages and referral to an adult agency; however, it may not commit another agency to providing services without the involvement and approval of that agency.

**Please note that the state recommended IEP forms do not prompt for the five areas required to be considered when planning transition services: *Instruction, Related Services, Employment and Other Post-School Adult Living Objectives, Functional Vocational Evaluation (when appropriate), and Acquisition of Daily Living Skills (when appropriate)*. A sample page from the new IEP form is included to illustrate how a staffing team could include each area for consideration.**

*Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.*

**TIPS FOR MEETING INDICATOR 13 REQUIREMENTS  
INDICATOR 13, QUESTION 4**

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

EXAMPLES	NON-EXAMPLES
<b>The case manager will</b> set-up a meeting with the DVR counselor, Rachel and her parents and will provide copies of school records for documentation of eligibility.	The case manager will give Rachel a DVR brochure.
<b>The Life Skills class instructor will</b> teach Andrew how to utilize O*Net to help him further define employment options in the animal care field.	Andrew will access O*Net and write a paragraph describing the requirements for two different jobs.
Wendy has an active plan with DVR. <b>The SWAP Coordinator will</b> provide job development and job placement services.	SWAP
<b>The special education teacher will</b> work with Susan to improve math skills related to personal banking and money management so she can live independently.	Susan needs to improve math skills.
<b>The case manager and SWAP Specialist will</b> set up two job shadow opportunities for Jason in the area of child care.	Jason will job shadow.
<b>The occupational therapist will</b> work with Trina on fine motor coordination so she can brush her own hair.	No mention is made as to how any related services will link to the PSG.
<b>The case manager will</b> assist Barry in applying to take the required ACT with accommodations.	Barry will take the ACT.
<b>The special education teacher, in collaboration with the guidance counselor, will</b> assist Gloria in researching and contacting the disability services offices at three colleges of choice.	Contact disability office.
In order to increase self-determination, <b>the case manager will meet</b> with Hector to review his CSAP results to help him better understand his current academic skills, how those skills impact future educational options, and be prepared to share this information at his IEP meeting.	CSAP

## TRANSITION SERVICE

Please note that the new, state recommended IEP forms do not specifically prompt for the required areas (ECEA 2.51) to consider when describing transition services. One way to assure that all areas are considered by the staffing team is described below (e.g. when addressing the Postsecondary Education/Training Goal, always consider instruction and related services.) **Although each area for transition services could be considered under each of the postsecondary goals, following this format would assure that the IEP staffing team does consider each area.**

### SECTION 8: POST-SCHOOL CONSIDERATIONS

This section to be completed for the IEP to be in effect when the child is 15, but not later than the end of 9th grade 300.320(b)

**Post-School Education/Training Goal** (from Section 6: Measurable Post-School Goals): 300.320(b)(1)

Planned Course of Study: 300.320(b)(2)

**Transition Services and Activities:** 300.320(b)(2) Minimally, INSTRUCTION and RELATED SERVICES should be considered here.

Instruction refers to the services and activities that are typically a part of the teaching and learning process, usually provided in schools through academic instruction in general and/or special education classes, and could include career and technical education or advanced placement course(s) and/or instruction to learn a particular skill. Instruction can take place in other settings. Instruction is not a restatement of accommodations/modifications.

Related Services include transportation, psychological services, physical and occupational therapy, orientation and mobility services, etc. Any related services should link to post-school goals.

Agency/community supports that may provide transition services in the coming school year: 300.321(b)(3) participants in meeting

**Career Employment Goal** (from Section 6: Measurable Post-School Goals) 300.320(b)(1)

Planned Course of Study: 300.320(b)(2)

**Transition Services and Activities:** 300.320(b)(2) Minimally, EMPLOYMENT and OTHER POSTSECONDARY ADULT LIVING OBJECTIVES and FUNCTIONAL VOCATIONAL EVALUATION (WHEN APPROPRIATE) should be considered here.

Employment refers to activities/strategies that focus on the development of work-related behaviors, job seeking and keeping skills, career exploration, skill training, apprenticeship training, and employment. Employment services could be provided by the school in the form of classes which address career and job awareness and exploration, or through community vocational training experiences.

Other Postsecondary Living Objectives include activities important to adult living such as managing a budget, renting a home, completing tax forms, registering to vote, accessing medical services, obtaining Social Security income (SSI), etc. It could also include accessing community services/activities such as transportation, local library, recreation center, church, volunteer opportunities, etc.

Functional Vocational Evaluation (when appropriate) is a specific, targeted performance assessment process to measure the endurance, strength, motor coordination skills and emotional capacities of a person when performing essential job related tasks.

Agency that may provide transition services in the coming school year: 300.321(b)(3) participants in meeting

**Independent Living Skills Goal (when appropriate)** (from Section 6: Measurable Post-School Goals): 300.320(b)(1)

Planned Course of Study: 300.320(b)(2)

**Transition Services and Activities:** 300.320(b)(2) Minimally, ACQUISITION OF DAILY LIVING SKILLS (WHEN APPROPRIATE) should be included here.

Acquisition of Daily Living Skills (when appropriate) includes activities that adults do every day or on a regular basis such as preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, grooming, maintaining personal hygiene, etc.

Agency that may provide transition services in the coming school year: 300.321(b)(3) participants in meeting

This page was intentionally left blank.

## TIPS FOR MEETING INDICATOR 13 REQUIREMENTS INDICATOR 13, QUESTION 5

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

### KEY POINTS:

- The course of study is a multi-year description of coursework to achieve the student's desired post-school goals from the student's current to anticipated exit year.
- The course of study describes the courses 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.
- The course of study must be more specific and individualized than simply stating, "Will complete graduation requirements" or attaching a list of credit requirements. If the district provides an individualized four year plan for each student, then that would be acceptable if it provides a clear description of course needs leading to identified postsecondary goals while working toward the attainment of a diploma or other completion document.
- The course of study should reflect the student's preferences and interests and be related to student needs.
- The course of study could reflect skills rather than just course titles to be obtained through classes; e.g., skills to develop a resume will be included in English III.
- The course of study should stand up to the "Stranger Test" – is this clear and transferable to another school; e.g., can another school build a schedule based on this information?
- The state recommended IEP form divides the course of study into three separate areas as each relates to the specific post school goals.

*Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.*

**TIPS FOR MEETING INDICATOR 13 REQUIREMENTS  
INDICATOR 13, QUESTION 5**

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

EXAMPLES	NON-EXAMPLES
<p><b>Under PSG Education/Training:</b> PSG “Josh will go to college.” Josh will enroll in the college preparatory courses at the high school and receive support in the areas of study skills, time management, organizational skills, and self-advocacy skills for the next three years.</p>	<p>Will take required classes to earn a diploma.</p> <ul style="list-style-type: none"> <li>• Not linked to PSGs</li> <li>• Addresses general credit, not individualized courses</li> </ul>
<p><b>Under PSG Career Employment:</b> PSG “Sarah will work full time in retail.” Sarah will join the DECA club or theater group for practice with social and communication skills. She will enroll in English classes for the next two years that include a speech unit.</p>	<p>Currently enrolled in an English class that features a speech unit and is performing in the spring play.</p> <ul style="list-style-type: none"> <li>• Not multi-year</li> </ul>
<p><b>Under PSG Education/Training:</b> PSG “Mason will attend college for a career as an elementary art teacher or photographer.” Currently a senior. 12<sup>th</sup> grade: AP English, Government, Consumer Math, Studio Art, Advanced Photography, work study at elementary school.</p>	<p>See attached list of graduation requirements.</p> <ul style="list-style-type: none"> <li>• Not linked to PSGs</li> <li>• Addresses general credit, not individualized courses</li> </ul>
<p><b>Under PSG Career Employment</b> PSG “Jonas will join the Navy to be an underwater welder.” Jonas has earned 126.2 credits. He will continue classes in the ACE program to work on job related skills and will enroll in the FRCC welding program during his senior year.</p>	<p>Career exploration and functional math.</p> <ul style="list-style-type: none"> <li>• Not multi-year</li> <li>• Not linked to PSGs</li> </ul>
<p><b>Under PSG Independent Living Skills</b> PSG “Jerry will live at home with extended family and participate as much as possible in daily routines.” Jerry will receive specially designed instruction with an alternate curriculum, including instruction focused on self-care, throughout his high school career.</p>	<p>Will earn credits toward a diploma.</p> <ul style="list-style-type: none"> <li>• Not linked to PSGs</li> <li>• Addresses general credit, not individualized courses</li> </ul>

## **TIPS FOR MEETING INDICATOR 13 REQUIREMENTS INDICATOR 13, QUESTION 6**

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

### KEY POINTS:

- Annual goals state what the student will do or learn within the next year that relate to the student's transition services needs and will move the student toward achieving their postsecondary goals (PSG).
- The linkage between the annual goal and the PSG/transition services needs must be direct and specific. 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 services needs with a high degree of accuracy.
- It is not enough to simply state that a linkage exists (e.g. "In order to be a coal miner, the student must read and write for a variety of purposes.") The linkage must be direct and specific (e.g. "In order to be a coal miner, the student must be able to read safety manuals, which are written at an 8.0 GL.")
- Adding the words "for life" or "for work" after a goal is not enough to demonstrate linkage.
- Annual goals should link to a content standard/access skill, but a content standard is not, by itself, an annual goal.
- Academic goals should be related to PSGs/transition services needs. Be direct and specific.
- Behavioral goals should be related to PSGs/transition services needs. Be direct and specific.
- All annual goals should be SMART:
  - Specific
  - Measureable
  - use Action words (you should be able to literally see what's happening)
  - Realistic and relevant
  - Time limited

*Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.*

**TIPS FOR MEETING INDICATOR 13 REQUIREMENTS  
INDICATOR 13, QUESTION 6**

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

EXAMPLES	NON-EXAMPLES
<b>In order to be successful in college classes,</b> Jerry will improve his reading skills. (Specific objectives or measurable goals will delineate exactly what skills he will be working on during the next year.)	Jerry will read and write for a variety of purposes.
Maria will improve math skills to create a budget and balance a checking account <b>in order to live independently.</b> (Specific objectives or measurable goals will focus on the skills needed to budget and balance a checking account.)	Maria will improve her math computational skills for life.
Jackson will <b>research the admission requirements for three colleges which offer a major in graphic design and compare those requirements to his current course of study.</b>	Jackson will look at colleges.
Elizabeth will use eye gaze to <b>select between options in order to communicate preferences across settings.</b>	Elizabeth will use eye gaze to communicate more effectively in the 10 <sup>th</sup> grade resource room.
<b>In order to be successful in a post-school job,</b> Daniel will utilize strategies to focus on a task for at least 15 minutes without prompting or re-direction. (Specific objectives or measurable goals will describe incremental steps, based on the student’s current baseline.)	Daniel will learn to focus better and ignore distractions.
<b>In order to communicate effectively in the workplace,</b> Heather will improve pragmatic language skills, particularly asking for assistance when needed, using appropriate greetings, and listening for directions.	Heather will speak clearly and effectively for a variety of purposes.
Karl will learn and utilize strategies to track materials and tasks <b>in order to be successful at work and in school.</b>	Karl will attend all classes and be prepared.
Shawna will increase her reading to an 8.0 GL <b>in order to read coal mining safety manuals.</b>	In order to be a coal miner, Shawna will read and write for a variety of purposes.



**TIPS FOR MEETING INDICATOR 13 REQUIREMENTS  
INDICATOR 13, QUESTION 7**

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

An IEP that is compliant in the area of student invitation will meet the following criteria:

- There is documented evidence in the IEP or educational file that the student was invited to participate in his/her IEP Team meeting prior to the day of the meeting.
  - Notice of Meeting addressed specifically to student (may be co-addressed with parents), or
  - Copy of a separate invitation to the student, or
  - Record of telephone log that verifies student invitation, or
  - Documentation of verbal invitation.
- The inclusion of the student's name on the list of who will be invited on the 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 an invitation that specifically names the student and is dated prior to the date of the meeting.

This page was intentionally left blank.

## TIPS FOR MEETING INDICATOR 13 REQUIREMENTS INDICATOR 13, 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?**

### KEY POINTS:

- 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. You may choose to invite agency representatives earlier in the planning process.
- **You must have written permission from parents before you invite an agency representative to attend any IEP meeting. This written permission must be obtained each and every time you invite an outside agency.**
- **Exception:** If an agency (e.g. DYC, DHS) has a custodial role with the student, parental consent to invite the agency representative is not required.
- SWAP providers are district employees so written permission is not required for them to attend an IEP meeting. However, written permission is required in order to share any information with the DVR Counselor.
- Evidence that this area is compliant will be determined by reviewing the student's educational file for both the **PARENTAL CONSENT** and the **AGENCY INVITATION**.
- Actively facilitate linkages to the 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 and to develop strategies.
- If an adult service agency is not currently needed, a simple description reflecting why should be included.
- The State recommended IEP form has a specific prompt in Section 8, "Agency that may provide transition services in the coming school year," to record information regarding adult agencies.

*Please be advised that meeting federal requirements ensures compliance. Administrative Units may set their standards higher. Consult with your Director of Special Education for clarification about your local requirements.*

**TIPS FOR MEETING INDICATOR 13 REQUIREMENTS  
INDICATOR 13, 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?**

**Is an outside agency likely to provide and/or pay for transition services within the next year as evidenced by indication on the *Notice of Meeting* that the agency representative will be invited?**

YES

NO

Is parental consent to invite an agency in the file?  
Is there evidence the agency was invited?

Nothing further required.  
This IEP meets compliance requirements.

If YES to both questions above, the IEP meets compliance requirements in this area.

If NO to either question above, the IEP does not meet compliance requirements.

### NSTTAC Indicator 13 Checklist: Form B (Enhanced for Professional Development)

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))

Questions	Postsecondary Goals		
	Education/ Training	Employment	Independent Living
1. Is there an appropriate measurable postsecondary goal or goals in this area?	Y N	Y N	Y N NA
Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? <ul style="list-style-type: none"> <li>• If <i>yes</i> to all three, then circle Y OR if a postsecondary goal(s) is (are) <i>not</i> stated, circle N</li> </ul>			
2. Is (are) the postsecondary goal(s) updated annually?	Y N	Y N	Y N NA
Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? <ul style="list-style-type: none"> <li>• If <i>yes</i>, then circle Y OR If the postsecondary goal(s) was (were) <i>not</i> updated with the current IEP, circle N</li> </ul>			
3. Is there evidence that the measurable postsecondary goal(s) were based on an age appropriate transition assessment?	Y N	Y N	Y N
Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? <ul style="list-style-type: none"> <li>• If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N</li> </ul>			
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N	Y N	Y N
Is a type of <i>instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation</i> listed in association with meeting the post-secondary goal(s)? <ul style="list-style-type: none"> <li>• If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N</li> </ul>			
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?	Y N	Y N	Y N
Do the transition services include courses of study that align with the student's postsecondary goal(s)? <ul style="list-style-type: none"> <li>• If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N</li> </ul>			
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	Y N	Y N	Y N
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? <ul style="list-style-type: none"> <li>• If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N</li> </ul>			
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N	Y N	Y N
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? <ul style="list-style-type: none"> <li>• If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N</li> </ul>			
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?	Y N NA	Y N NA	Y N NA
For the current year, is there 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: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)? <ul style="list-style-type: none"> <li>• If <i>yes</i> to both, then circle Y</li> <li>• If <i>no</i> invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N</li> <li>• If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA</li> <li>• If parent or individual student consent (when appropriate) was <i>not</i> provided, circle NA</li> </ul>			
<b>Does the IEP meet the requirements of Indicator 13? (Circle one)</b>			
<b>Yes</b> (all Ys or NAs for each item [1-8] on the checklist included in the IEP are circled)    or <b>No</b> (one or more Ns circled)			

## Instructions for Completing NSTTAC Indicator 13 Checklist

### 1. Is there an appropriate measurable postsecondary goal or goals in this area?

- Find the postsecondary goal(s) for this student
- If there are appropriate measurable postsecondary goals that address *Education* or *Training* after high school, *Employment* after high school, and (if applicable) *Independent Living* after high school **and** if the identified postsecondary goal(s) in *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* appear to be appropriate for the student, based on the other information regarding Present Level of Academic and Functional Performance and / or the student's strengths, preferences, and interests, circle Y
- If there is misalignment between the student's postsecondary goal(s), based on the information available (e.g., present level of performance, student interests, student preferences), circle N for the misaligned goal area(s) in the appropriate column(s)
- If there is a postsecondary goal that addresses *Education* or *Training* after high school, but it is not measurable or does not appear to be appropriate for the student, circle N in that column
- If there is not a postsecondary goal that addresses *Education* or *Training* after high school, circle N in that column
- If there is a postsecondary goal that addresses *Employment* after high school, but it is not measurable or does not appear to be appropriate for the student, circle N in that column
- If there is not a postsecondary goal that addresses *Employment* after high school, circle N
- If there is a postsecondary goal that addresses *Independent Living* after high school, but it is not measurable or does not appear to be appropriate for the student, circle N in that column
- If there is not a postsecondary goal that addresses *Independent Living* after high school, circle NA for that column (If NA is circled for *Independent Living* for #1, please do not respond to questions in this column for questions 2 – 8.)
- If there is one measurable and appropriate postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, circle Y in each column
- If there is one postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, but it is not measurable or appropriate, circle N for each column

### 2. Is the postsecondary goal(s) updated annually?

- If the postsecondary goal(s) for *Education* or *Training*, *Employment*, and as needed *Independent Living*, is (are) documented in the student's current IEP, circle Y in each corresponding column
- If the postsecondary goal(s) for *Education* or *Training*, *Employment*, and as needed *Independent Living*, is (are) not documented in the student's current IEP, circle N in each corresponding column
- If this is the student's first IEP that addresses secondary transition services because they just turned 16, this is considered an update, so circle Y in each column

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

- Find where information relates to assessment and the transition component on the IEP (either in the IEP or the student's file)
- For each of the postsecondary goal areas circled Y in question #1, evidence that at least one age appropriate transition assessment was used to provide information on the student's needs, strengths, preferences, and interests regarding this postsecondary goal, circle Y the corresponding column

- For each of the postsecondary goal areas circled Y in question #1, if there is **no** evidence that age appropriate transition assessment provided information on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N in the corresponding column
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is age appropriate transition assessment information, from one or more sources, provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle Y in the corresponding column
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is **not** age-appropriate transition assessment information provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N in the corresponding column
- If an *Independent Living (IL)* postsecondary goal was noted as NA for #1, please do not provide an answer in the (*IL*) column.

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

- Find where transition services/activities are listed on the IEP
- For each postsecondary goal, if there is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skill(s), and provision of a functional vocational evaluation listed in association with meeting the postsecondary goal (s), circle Y
- For each of the postsecondary goal area, if there is **no** type of instruction, related service, community experience, development of employment and other post-school adult living objective, acquisition of a daily living skill, or functional vocational evaluation listed in association with meeting the postsecondary goal(s), circle N in the corresponding column
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is a type of transition services listed in association with meeting that postsecondary goal, circle Y in the corresponding column If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** type of transition service listed in association with meeting that postsecondary goal, circle N in the corresponding column
- If an *Independent Living (IL)* postsecondary goal was noted as NA, please do not provide an answer in the (*IL*) column

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

- Locate the course of study (instructional program of study) or list of courses of study in the student's IEP
- Are the courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goal(s)? If yes, go to next instruction bullet. If no, circle N in each column
- Do the courses of study align with the student's identified postsecondary goal(s)? If yes, circle Y in the corresponding column(s). If no, circle N in the corresponding column(s)
- If an *Independent Living (IL)* postsecondary goal was noted as NA, please do not provide an answer in the (*IL*) column.

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

- Find the annual goals, or, for students working toward alternative achievement standards, or States in which short-term objectives are included in the IEP, short-term objectives on the IEP
- For each of the postsecondary goal areas circled Y in question #1, if there is an annual goal or short-term objective included in the IEP related to the student's transition services needs, circle Y in the corresponding column(s)

- For each of the postsecondary goal areas circled Y in question #1, if there is **no** annual goal or short-term objective included in the IEP related to the student's transition services needs, circle N in the corresponding column(s)
- If a postsecondary goal area was addressed in #1, but was not measurable, and an annual goal is included in the IEP related to the student's transition services needs, circle Y in the corresponding column(s)
- If a postsecondary goal area was addressed in #1, but was not measurable, and there is **no** annual goal included in the IEP related to the student's transition services needs, circle N in the corresponding column(s)
- If an *Independent Living (IL)* postsecondary goal was noted as NA, please do not provide an answer in the *IL* column.

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

- Locate the invitation to the IEP conference for the student.
- Was the student invitation signed (by the LEA) and dated prior to the date of the IEP conference? If yes, circle Y in each column OR if no, circle N in each column

**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?**

- Find where persons responsible and/or agencies are listed on the IEP
- Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If yes, continue with next instruction bullet. If no, circle NA in the corresponding column(s)
- Was parent consent or student consent (once student has reached the age of majority) to invite an outside agency(ies) obtained? If yes, continue with next instruction bullet. If no, circle N in the corresponding column(s)
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is evidence that parent/student consented agency(ies) were invited to the IEP meeting to discuss transition, circle Y in the corresponding column(s)
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** evidence that parent/student consented agency(ies) were invited to the IEP meeting to discuss transition, circle N in the corresponding column(s)
- If it is too early to determine if this student will need outside agency involvement, circle NA in each column
- If an *Independent Living (IL)* postsecondary goal was noted as NA, please do not provide an answer in the (*IL*) column.

**Does the IEP meet the requirements of Indicator 13?**

- If all Ys or NAs for each item (1- 8) for each postsecondary goal included in the IEP are circled, then circle **Yes**
- If one or more Ns are circled, then circle **No**





# **IDEA Transition Requirements**

Colorado Department of Education  
Exceptional Student Leadership Unit  
Fall, 2009



Facilitated by...

Maureen Wirth

wirth\_m@cde.state.co.us

Alison Lowenthal

lowenthal\_a@cde.state.co.us

Barbara Palmer

palmer\_b@cde.state.co.us

Barb Goldsby

goldsby\_b@cde.state.co.us



*I want to:*

Earn minimum wage.

Live in poverty.

Further my education in prison.

Have no health insurance.

Keep social services in my life.

Be homeless.



# HERE'S WHY WE ARE HERE

**BIG** Picture



REASON #1

IT'S BEST FOR KIDS!

- Using the principles of effective transition planning, bridging academic achievement and functional performance to post high school outcomes should be your ultimate goal!



REASON #2

It's the LAW!

## Purpose of IDEA (CFR §300.1(a))

“To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare them for further education, employment, and independent living**”.



# Transition is a “Results Oriented Process”

- Federal Accountability (SPP and APR)
- 20 Indicators (Transition -- 1, 2, 13, 14)
- Each State ranked according to performance on designated Indicators
- Each District ranked according to performance on designated Indicators (Determinations)

# Consequences

- Immediate correction of individual IEPs
- Corrective action plan
- Notice to Superintendent, School Board
- Impact on CIMP compliance
- Use of special education funding
- Due Process and Federal Complaints

# Who is Responsible?

Everyone involved with IEPs!

- Teachers
- Case Managers
- Related Services Providers
- School Administrators
- District Administrators
- Some Adult Agencies
- CDE, Exceptional Student Leadership Unit

ONE POSSIBLE REASON  
WHY THINGS  
AREN'T GOING  
ACCORDING  
TO PLAN



IS THAT  
THERE NEVER  
WAS A PLAN.

© BRILLIANT ENTERPRISES 1974

# Indicator 14 - Revised

“Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:

- Enrolled in **higher education** within one year of leaving high school.

- Enrolled in **higher education or competitively employed** within one year of leaving high school.
- **Enrolled in higher education or in some other postsecondary education or training; or competitively employed, or in some other employment** within one year of leaving high school.

# Indicator 13

20 U.S.C. 1416(a)(3)(B), revised March, 2009

*“Percent of youth with IEPs aged 16 and above with an IEP that includes. . .*

(note Colorado exception, ECEA4.03(6)(d)(i),

“Beginning with the first IEP developed when the child is age 15, but no later than the end of 9<sup>th</sup> grade”) . . .

*...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 must also 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.”*

# Our direction comes from . . .

- The National Secondary Transition Technical Assistance Center (NSTTAC, <http://www.nsttac.org/>) funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) to assist states to build capacity and improve transition planning, services, and outcomes for youth with disabilities.

To help states collect data to  
meet Indicator 13 . . .

NSTTAC has developed the

[NSTTAC I-13 Checklist](#)

- Originally a six question checklist
  - Now eight question checklist  
(July 2009)

# Components of Indicator 13

- Measurable Post School Goals
- Reviewed Annually
- Age Appropriate Transition Assessment
- Transition Services
- Course of Study
- Annual IEP Goals
- Student invitation
- Invitations to Adult Service Agencies

# Logistics of I-13 File Review

- Sampling plan -- Five year cycle
- Sample vs. Verification
- Random selection of IEPs to review
- IEPs that are being written NOW will be reviewed in 2010 I-13 file review
- All IEPs – alternative, charter, transfer
- Involvement of AU staff in file review

# How Can an AU Meet This Compliance Requirement??

- Leadership defines the importance and provides support and materials
- AU Transition Action Plan that includes:
  - Designated person/team with specific time
  - Professional development opportunities
  - Internal quality assurance mechanism



# I-13 Quiz

## Compliance Tips

# Sample IEP



# Indicator 13 Quiz: Verification

Please choose the correct answer for each question as related to I-13 requirements.

1a. Example of a measurable post-school goal in the domain of education/training.

Upon completion of high school...

- John will enroll in courses at Arapahoe Community College.
- John will continue to learn life skills and reading.

1b. Example of a measurable post-school goal in the domain of employment.

Upon completion of high school...

- Jenny hopes to work with young children.
- Jenny will have a career in the field of early childhood education.

1c. Example of a measurable post-school goal in the domain of independent living.

Upon completion of high school...

- Lissette will utilize public transportation to access the community.
- Lissette will learn to use the bus system through the district's 18-21 program.

4a. Choose the compliant example of transition services.

- Jamie's case manager will provide community-based instructional experiences related to the food service industry.
- Jamie will successfully complete welding courses at ACC to attain the Entry Level Welding Certificate.

4b. Choose the compliant example of transition services.

- Jeremy will visit McDonald's food prep area to determine skills needed for a short-order cook.
- Jeremy's case manager will assist Jeremy and his parents in developing a picture schedule for his morning preparation (including dressing, making his bed and making his lunch).

6a. Choose the compliant example of a measurable annual goal related to transition needs/PSGs.

In order to be successful in a work environment, ...

- Daniel will utilize strategies to focus on a task for at least 15 minutes without prompting or re-direction.
- Daniel will pass his poetry class.

6b. Choose the compliant example of a measurable annual goal related to transition needs/PSGs.

In order to be successful in a post-secondary educational setting, ...

- Allison will read and write for a variety of purposes/audiences.
- Allison will through the use of outlining software, write a 5-8 paragraph essay that contains a clear beginning, middle, and end.

6c. Choose the compliant example of a measurable annual goal related to transition needs/PSG.

In order to live independently with supports, ...

- Sam will select and prepare 4 meals of his choice without assistance.
- Sam will set up a monthly budget.
- All of the above.

# Indicator 13 Quiz: Verification

Please choose the correct answer for each question as related to I-13 requirements.

1a. Example of a measurable post-school goal in the domain of education/training.

Upon completion of high school...

John will enroll in courses at Arapahoe Community College.

**This is a measurable postsecondary goal in education/training.**

John will continue to learn life skills and reading. **The PSG must be an actual outcome and not an activity or process; "continue to learn" is a process.**

1b. Example of a measurable post-school goal in the domain of employment.

Upon completion of high school...

Jenny hopes to work with young children.

**Use the word "will." "Wants," "wishes," "hopes to," and other similar words are not measurable and should not be used.**

Jenny will have a career in the field of early childhood education.

**This is a measurable postsecondary goal in career.**

1c. Example of a measurable post-school goal in the domain of independent living.

Upon completion of high school, ...

Lissette will utilize public transportation to access the community.

**This is a measurable postsecondary goal in independent living skills.**

Lissette will learn to use the bus system through the district's 18-21 program.

**18-21 program is not postsecondary, it is part of secondary and still FAPE; "will learn" is a process, not an outcome.**

4a. Choose the compliant example of transition services.

Jamie's case manager will provide community-based instructional experiences related to the food service industry. **This is a coordinated set of activities that will lead the student toward PSGs.**

Jamie will successfully complete welding courses at ACC to attain the Entry Level Welding Certificate.

**Transition services must be stated as "the \_\_\_\_\_ (e.g. adults in the school) will provide...," not what the student will do.**

4b. Choose the compliant example of transition services.

- Jeremy will visit McDonald's food prep area to determine skills needed for a short-order cook.

**Transition services must be stated as "the \_\_\_\_\_ (e.g. adults in the school) will provide...", not what the student will do.**

- Jeremy's case manager will assist Jeremy and his parents in developing a picture schedule for his morning preparation (including dressing, making his bed and making his lunch). **This is an example of things/steps/actions that should happen to help the student achieve their PSGs.**

6a. Choose the compliant example of a measurable annual goal related to transition needs/PSGs.

In order to be successful in a work environment, ...

- Daniel will utilize strategies to focus on a task for at least 15 minutes without prompting or re-direction. **The linkage is direct and specific.**

- Daniel will pass his poetry class. **It is not enough to simply state that a linkage exists. The linkage must be direct and specific.**

6b. Choose the compliant example of a measurable annual goal related to transition needs/PSGs.

In order to be successful in a post-secondary educational setting, ...

- Allison will read and write for a variety of purposes/audiences. **Annual goals should link to a content standard/access skill, but a content standard is not, by itself, an annual goal.**

- Allison will through the use of outlining software, write a 5-8 paragraph essay that contains a clear beginning, middle, and end. **Links to a standard and is direct and specific in how it links to the PSG.**

6c. Choose the compliant example of a measurable annual goal related to transition needs/PSGs.

In order to live independently with supports, ...

- Sam will select and prepare 4 meals of his choice without assistance.

- Sam will set up a monthly budget.

- All of the above.

**Because the annual goals state what the student will do or learn within the next year and it relates to the student's transition services needs and will move the student toward achieving his PSGs, both are compliant.**

# Indicator 13 Quiz

Please choose the correct answer for each question as related to I-13 requirements.

1a. Example of a measurable post-school goal in the domain of education/training.

Upon completion of high school...

- John will enroll in courses at Arapahoe Community College.
- John will continue to learn life skills and reading.

1b. Example of a measurable post-school goal in the domain of employment.

Upon completion of high school...

- Jenny hopes to work with young children.
- Jenny will have a career in the field of early childhood education.

1c. Example of a measurable post-school goal in the domain of independent living.

Upon completion of high school...

- Lissette will utilize public transportation to access the community.
- Lissette will learn to use the bus system through the district's 18-21 program.

3. Choose the compliant example of a statement of transition assessment.

- Transition Planning Inventory (TPI), situational observation.
- Student is interested in working with animals.

4a. Choose the compliant example of transition services.

- Jamie's case manager will provide community-based instructional experiences related to the food service industry.
- Jamie will successfully complete welding courses at ACC to attain the Entry Level Welding Certificate.

4b. Choose the compliant example of transition services.

- Jeremy will visit McDonald's food prep area to determine skills needed for a short-order cook.
- Jeremy's case manager will assist Jeremy and his parents in developing a picture schedule for his morning preparation (including dressing, making his bed and making his lunch).

5. Choose the compliant example of a course of study.

- Barbara will take Algebra I, History of the World, and Intro to Biology during her 10<sup>th</sup> grade year.
- Barbara will take coursework throughout high school needed to prepare her for admission to community college, including requirements for her diploma, college prep classes, and a study skills class.

6a. Choose the compliant example of a measurable annual goal related to transition needs/PSGs.

In order to be successful in a work environment, ...

- Daniel will utilize strategies to focus on a task for at least 15 minutes without prompting or re-direction.
- Daniel will pass his poetry class.

6b. Choose the compliant example of a measurable annual goal related to transition needs/PSGs.

In order to be successful in a post-secondary educational setting, ...

- Allison will read and write for a variety of purposes/audiences.
- Allison will through the use of outlining software, write a 5-8 paragraph essay that contains a clear beginning, middle, and end.

6c. Choose the compliant example of a measurable annual goal related to transition needs/PSG.

In order to live independently with supports, ...

- Sam will select and prepare 4 meals of his choice without assistance.
- Sam will set up a monthly budget.
- All of the above.

8. Evidence of compliant agency invitation to an IEP meeting includes:

- Susan verbally stating that she will attend the local college fair.
- documentation of asking Susan to invite a representative from the local community college.
- agency listed on the Notice of Meeting, written parental consent and documentation of agency invitation to IEP meeting in Susan's file.

# Indicator 13 Quiz

Please choose the correct answer for each question as related to I-13 requirements.

1a. Example of a measurable post-school goal in the domain of education/training.

Upon completion of high school...

John will enroll in courses at Arapahoe Community College.

**This is a measurable postsecondary goal in education/training.**

John will continue to learn life skills and reading. **The PSG must be an actual outcome and not an activity or process; "continue to learn" is a process.**

1b. Example of a measurable post-school goal in the domain of employment.

Upon completion of high school...

Jenny hopes to work with young children.

**Use the word "will." "Wants," "wishes," "hopes to," and other similar words are not measurable and should not be used.**

Jenny will have a career in the field of early childhood education.

**This is a measurable postsecondary goal in career.**

1c. Example of a measurable post-school goal in the domain of independent living.

Upon completion of high school, ...

Lissette will utilize public transportation to access the community.

**This is a measurable postsecondary goal in independent living skills.**

Lissette will learn to use the bus system through the district's 18-21 program.

**18-21 program is not postsecondary, it is part of secondary and still FAPE; "will learn" is a process, not an outcome.**

3. Choose the compliant example of a statement of transition assessment.

Transition Planning Inventory (TPI), situational observation.

**If transition assessment is listed, it can be inferred that the assessment results were used to develop the transition IEP. Best practice would dictate that the results of transition assessment are clearly discussed.**

Student is interested in working with animals.

**Simply stating a student's interests does not indicate that assessments have been used to determine that information. What is this information based on?**

4a. Choose the compliant example of transition services.

- Jamie's case manager will provide community-based instructional experiences related to the food service industry. **This is a coordinated set of activities that will lead the student toward PSGs.**
- Jamie will successfully complete welding courses at ACC to attain the Entry Level Welding Certificate.  
**Transition services must be stated as "the\_\_\_\_\_ (e.g. adults in the school) will provide...," not what the student will do.**

4b. Choose the compliant example of transition services.

- Jeremy will visit McDonald's food prep area to determine skills needed for a short-order cook.  
**Transition services must be stated as "the\_\_\_\_\_ (e.g. adults in the school) will provide...," not what the student will do.**
- Jeremy's case manager will assist Jeremy and his parents in developing a picture schedule for his morning preparation (including dressing, making his bed and making his lunch). **This is an example of things/steps/actions that should happen to help the student achieve their PSGs.**

5. Choose the compliant example of a course of study.

- Barbara will take Algebra I, History of the World, and Intro to Biology during her 10<sup>th</sup> grade year.  
**The course of study is not a multi-year description because it specifies "10<sup>th</sup> grade year" and is therefore noncompliant.**
- Barbara will take coursework throughout high school needed to prepare her for admission to community college, including requirements for her diploma, college prep classes, and a study skills class.  
**This course of study is multi-year, specific and individual to the student's preferences/ interests, and is related to the student's needs and PSGs.**

6a. Choose the compliant example of a measurable annual goal related to transition needs/PSGs.

In order to be successful in a work environment, ...

- Daniel will utilize strategies to focus on a task for at least 15 minutes without prompting or re-direction. **The linkage is direct and specific.**
- Daniel will pass his poetry class. **It is not enough to simply state that a linkage exists. The linkage must be direct and specific.**



6b. Choose the compliant example of a measurable annual goal related to transition needs/PSGs.

In order to be successful in a post-secondary educational setting, ...

- Allison will read and write for a variety of purposes/audiences. **Annual goals should link to a content standard/access skill, but a content standard is not, by itself, an annual goal.**
- Allison will through the use of outlining software, write a 5-8 paragraph essay that contains a clear beginning, middle, and end. **Links to a standard and is direct and specific in how it links to the PSG.**

6c. Choose the compliant example of a measurable annual goal related to transition needs/PSGs.

In order to live independently with supports, ...

- Sam will select and prepare 4 meals of his choice without assistance.
- Sam will set up a monthly budget.
- All of the above.

**Because the annual goals state what the student will do or learn within the next year and it relates to the student's transition services needs and will move the student toward achieving his PSGs, both are compliant.**

8. Evidence of compliant agency invitation to an IEP meeting includes:

- Susan verbally stating that she will attend the local college fair. **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. Since this student will not have an adult agency attending her IEP meeting, this would be NA, which meets compliance.**
- documentation of asking Susan to invite a representative from the local community college. **Parental consent is required to invite an agency.**
- agency listed on the Notice of Meeting as "will be invited," written parental consent and documentation of agency invitation to IEP meeting in Susan's file. **When an agency is invited, as evidence by inclusion on the Notice of Meeting, both parental consent and agency invitation must be present to meet compliance requirements.**

## Indicator 13 File Review Training for Sites in VERIFICATION

### Post School Goals Question 1

IEP Content	Rationale	
1. After high school, Teresa will seek employment in childcare.	Y	
	N	
2. After graduation, Madison will go to college.	Y	
	N	
3. After Terrell ages out of the school system, he will live at home and participate to the maximum extent possible in his daily routines.	Y	
	N	

### Transition Services for Discussion Question 4

IEP Content	Rationale	
1. SWAP	Y	
	N	
2. Jason will job shadow	Y	
	N	
3. The Life Skills class instructor will teach Andrew how to utilize O*Net to help him further define employment options in the animal care field.	Y	
	N	

Annual Goal Link to Transition Services for Discussion  
Question 6

IEP Content	Rationale	
1. Maria will improve her math computational skills for life.	Y N	
2. Karl will learn and utilize strategies to track materials and tasks in order to be successful at work and in school.	Y N	
3. Elizabeth will use eye gaze to select between options in order to communicate preferences across settings.	Y N	

## Indicator 13 File Review Training for Sites in VERIFICATION

### Post School Goals Question 1

IEP Content	Y N	Rationale
1. After high school, Teresa will seek employment in childcare.	N	The PSG must be an actual outcome and not an activity or process; "seeks" is a process.
2. After graduation, Madison will go to college.	Y	This is a measurable postsecondary goal in education/training.
3. After Terrell ages out of the school system, he will live at home and participate to the maximum extent possible in his daily routines.	Y	This is a measurable postsecondary goal in independent living skills.

### Transition Services for Discussion Question 4

IEP Content	Y N	Rationale
1. SWAP	N	Transition services must be the things/steps/actions that should happen to help the student achieve their PSGs. Simply stating "SWAP" does not identify who exactly will provide what specific service(s) nor does it align with the PSGs.
2. Jason will job shadow	N	Transition services must be stated as "the_____ (e.g. adults in the school) will provide..." not what the student will do.
3. The Life Skills class instructor will teach Andrew how to utilize O*Net to help him further define employment options in the animal care field.	Y	Transition services are a coordinated set of activities that will lead the student toward PSGs. This meets compliance requirements.

Annual Goal Link to Transition Services for Discussion  
Question 6

<b>IEP Content</b>		<b>Rationale</b>
1. Maria will improve her math computational skills for life.	<b>N</b>	<b>It is not enough to simply state that a linkage exists. The linkage must be direct and specific.</b>
2. Karl will learn and utilize strategies to track materials and tasks in order to be successful at work and in school.	<b>Y</b>	<b>This goal is related to the PSG/transition service needs and is direct and specific.</b>
3. Elizabeth will use eye gaze to select between options in order to communicate preferences across settings.	<b>Y</b>	<b>This goal is related to the PSG/transition service needs and is direct and specific.</b>

## Indicator 13 File Review Training

Fall 2009  
CDE

### Post School Goals Question 1

IEP Content	Rationale	
1. After high school, Teresa will seek employment in childcare.	Y	
	N	
2. After graduation, Madison will go to college.	Y	
	N	
3. After Terrell ages out of the school system, he will live at home and participate to the maximum extent possible in his daily routines.	Y	
	N	

### Post School Goals Updated Annually Question 2

IEP Content	Rationale	
1. IEP listed postsecondary goals.	Y	
	N	
2. IEP does not have postsecondary goals.	Y	
	N	

Age Appropriate Transition Assessment  
Question 3

IEP Content	Rationale	
1. IEP lists one transition assessment, but there is no synthesis/interpretation or explicitly stated link to the PSGs.	Y N	
2. My Future- Career Tool Box	Y N	
3. Transition Planning Inventory (TPI); Informal interview. These assessments were used to determine employability and life skills levels; the results of these assessments show an interest in jobs that include interacting with others, strengths in social skills, and needs in managing impulsivity.	Y N	
4. School will provide vocational opportunities for student in the field of animal care as well as interest inventories to determine other strengths for consideration in her career choice.	Y N	
5. Phone Interview with Parents	Y N	
6. Student is interested in helping bag groceries for customers and delivering the bags to their vehicles. Also he is interested in stocking shelves.	Y N	
7. Because the student has decided to be an RN, no other assessments were undertaken with the student.	Y N	

Transition Services for Discussion  
Question 4

IEP Content	Rationale	
1. SWAP	Y	
	N	
2. Jason will job shadow	Y	
	N	
3. The Life Skills class instructor will teach Andrew how to utilize O*Net to help him further define employment options in the animal care field.	Y	
	N	

Course of Study Discussion  
Question 5

IEP Content	Rationale	
1. Development of academic and career skills by participation in classes, work, vocational, and community experiences	Y	
	N	
2. Eric is currently enrolled in mainstream (lists specific classes) and special education (lists specific classes). The courses he is enrolled in should help make the transition to post secondary education in a vocational school.	Y	
	N	
3. Academic classes related to high school graduation. Participation in work/study volunteer opportunities in child care. Enrollment in child development classes.	Y	
	N	
4. Student will continue to participate in the college preparatory curriculum offered at the school.	Y	
	N	
5. Conventional Pathway to graduate as outlined per district.	Y	
	N	



Course of Study Discussion (Continued)  
Question 5

IEP Content	Rationale	
6. Currently working at Goodwill receiving training in the retail business. She is receiving functional academic skills curriculum in reading, math and written language	Y	
	N	
7. Will provide student w/ direct instruction using ASL daily. Will provide extra time & repetition in order for her to access curriculum. Will provide student w/ accommodations & services as needed on the IEP. Will provide student w/ vocational counseling and job experience related to interest.	Y	
	N	
8. Coursework should focus on courses required for admission to an art program, including college prep work and art classes. Graphic design will be taken at the vocational school during his junior and senior years. He will also need courses to focus on his low level reading and writing skills to prepare him for college acceptance and success.	Y	
	N	
9. Lists the credits needed for graduation	Y	
	N	
10. Lists the courses the student will take from now until graduation.	Y	
	N	
11. Antonio will take courses & electives in high school that facilitate reaching career goal. Student would like to obtain a career in the automotive industry, so these classes will include math, industrial design, and auto mechanics combined with graduation requirements.	Y	
	N	

Course of Study Discussion (Continued)  
Question 5

IEP Content	Rationale	
<p>12. Lisa will participate in both modified and general education classes in order to complete modified graduation requirements. Transition needs include instruction in functional academics &amp; life skills needed to increase her self-sufficiency in her adult life and focus on her career interests. Instruction will be provided in adult living skills, personal hygiene, signing, community access, and safety issues. Continue to work in SSN vocational program to enhance ability to work independently and self-advocacy skills.</p>	<p><b>Y</b></p> <p><b>N</b></p>	

Annual Goal Link to Transition Services for Discussion  
Question 6

IEP Content	Rationale	
<p>1. Maria will improve her math computational skills for life.</p>	<p><b>Y</b></p> <p><b>N</b></p>	
<p>2. Karl will learn and utilize strategies to track materials and tasks in order to be successful at work and in school.</p>	<p><b>Y</b></p> <p><b>N</b></p>	
<p>3. Elizabeth will use eye gaze to select between options in order to communicate preferences across settings.</p>	<p><b>Y</b></p> <p><b>N</b></p>	

Student Invitation  
Question 7

IEP Content	Rationale	
1. Notice of Meeting is addressed to Dr. and Mr. Jackson and Bobbie.	Y N	
2. Inclusion of student's name on the notice of meeting of who will be invited.	Y N	
3. Student's signature on the participant's page	Y N	

Agency Invitation  
Question 8

IEP Content	Rationale	
1. There is no evidence on the Notice of Meeting form that an adult agency was invited.	Y N N A	
2. Notice of meeting states CCB <u>will</u> be invited to the IEP, but student's file does not contain a copy of parental consent to invite that agency.	Y N N A	
3. Notice of meeting states CCB will be invited to the IEP. Student's file has copy of parental consent to invite CCB and a copy of the invitation to that agency.	Y N N A	

## Indicator 13 File Review Training

Fall 2009

CDE

### Post School Goals Question 1

IEP Content		Rationale
1. After high school, Teresa will seek employment in childcare.	<b>N</b>	<b>The PSG must be an actual outcome and not an activity or process; "seeks" is a process.</b>
2. After graduation, Madison will go to college.	<b>Y</b>	<b>This is a measurable postsecondary goal in education/training.</b>
3. After Terrell ages out of the school system, he will live at home and participate to the maximum extent possible in his daily routines.	<b>Y</b>	<b>This is a measurable postsecondary goal in independent living skills.</b>

### Post School Goals Updated Annually Question 2

IEP Content		Rationale
1. IEP listed postsecondary goals.	<b>Y</b>	<b>If the IEP includes (a) postsecondary goals (s), then the IEP meets compliance in this area.</b>
2. IEP does not have postsecondary goals.	<b>N</b>	<b>Without PSGs, the IEP does not meet compliance.</b>

Age Appropriate Transition Assessment  
Question 3

IEP Content	Y N	Rationale
1. IEP lists one transition assessment, but there is no synthesis/interpretation or explicitly stated link to the PSGs.	Y	If transition assessment is listed, it can be inferred that the assessment results were used to develop the transition IEP. Best practice would dictate that the results of transition assessment are clearly discussed.
2. My Future- Career Tool Box	Y	If transition assessment is listed, it can be inferred that the assessment results were used to develop the transition IEP. Best practice would dictate that the results of transition assessment are clearly discussed
3. Transition Planning Inventory (TPI); Informal interview. These assessments were used to determine employability and life skills levels; the results of these assessments show an interest in jobs that include interacting with others, strengths in social skills, and needs in managing impulsivity.	Y	Demonstrates that a variety of assessments were used over time and the information led to the development of the PSGs.
4. School will provide vocational opportunities for student in the field of animal care as well as interest inventories to determine other strengths for consideration in her career choice.	N	Indicating what assessments <u>will</u> be done or provided in the future does not demonstrate that the current PSGs were developed based on assessment. The IEP is noncompliant in this area.
5. Phone Interview with Parents	N	Assessment is used to provide information on the student's strengths, needs, preferences, and interests. Only interviewing parents would not meet compliance in this area.
6. Student is interested in helping bag groceries for customers and delivering the bags to their vehicles. Also he is interested in stocking shelves.	N	Simply stating a student's interests does not indicate that assessments have been used to determine that information. What is this information based on?
7. Because the student has decided to be an RN, no other assessments were undertaken with the student.	N	Transition assessment is an ongoing process of collecting data on the individual's needs, preferences, and interests. It is not appropriate to determine that there will be no further transition assessment.

Transition Services for Discussion  
Question 4

IEP Content		Rationale
1. SWAP	<b>N</b>	Transition services must be the things/steps/actions that should happen to help the student achieve their PSGs. Simply stating "SWAP" does not identify who exactly will provide what specific service(s) nor does it align with the PSGs.
2. Jason will job shadow	<b>N</b>	Transition services must be stated as "the_____ (e.g. adults in the school) will provide..." not what the student will do.
3. The Life Skills class instructor will teach Andrew how to utilize O*Net to help him further define employment options in the animal care field.	<b>Y</b>	Transition services are a coordinated set of activities that will lead the student toward PSGs. This meets compliance requirements.

Course of Study Discussion  
Question 5

IEP Content		Rationale
1. Development of academic and career skills by participation in classes, work, vocational, and community experiences	<b>N</b>	This is not specific and not individualized, does not link to anything, and would not meet compliance requirements.
2. Eric is currently enrolled in mainstream (lists specific classes) and special education (lists specific classes). The courses he is enrolled in should help make the transition to post secondary education in a vocational school.	<b>?</b>	The course of study is not a multi-year description because it specifies "currently enrolled" and is therefore noncompliant. However, if the student were a senior, this would meet compliance requirements.
3. Academic classes related to high school graduation. Participation in work/study volunteer opportunities in child care. Enrollment in child development classes.	<b>Y</b>	If this course of study had only the first sentence, it would be noncompliant because it would be neither specific nor individualized. However, because it mentions work/study in child care and child development classes, it meets the compliance requirement of being specific and individualized. Also, it can be inferred that this course of study is multi-year.

Course of Study Discussion (Continued)  
Question 5

IEP Content	Rationale
4. Student will continue to participate in the college preparatory curriculum offered at the school.	<p><b>Y</b> If the student has a PSG that states, "student will attend college," this course of study will be compliant because it describes the courses needed to align with this PSG and it can be inferred to be multi-year.</p>
5. Conventional Pathway to graduate as outlined per district.	<p><b>Y</b> Although it may not be clear what the "Conventional Pathway" to graduate is, if the district can provide a description that indicates specific classes are in fact individualized to the student's needs and aligned with the PSGs, this course of study would meet compliance requirements.</p>
6. Currently working at Goodwill receiving training in the retail business. She is receiving functional academic skills curriculum in reading, math and written language	<p><b>?</b> The course of study is not a multi-year description because it specifies "<u>currently</u> working" and "<u>is</u> receiving" academics, and is therefore noncompliant. However, if the student were a senior or participating in an 18-21 year old program, this would meet compliance requirements.</p>
7. Will provide student w/ direct instruction using ASL daily. Will provide extra time & repetition in order for her to access curriculum. Will provide student w/ accommodations & services as needed on the IEP. Will provide student w/ vocational counseling and job experience related to interest.	<p><b>N</b> This is written as transition services that will be provided but does not indicate the specific courses needed by the student to meet their PSGs. This course of study does not meet compliance requirements.</p>
8. Coursework should focus on courses required for admission to an art program, including college prep work and art classes. Graphic design will be taken at the vocational school during his junior and senior years. He will also need courses to focus on his low level reading and writing skills to prepare him for college acceptance and success.	<p><b>Y</b> This course of study is multi-year, specific and individual to the student's preferences/ interests, and is related to the student's needs and PSGs. It meets compliance requirements.</p>
9. Lists the credits needed for graduation	<p><b>N</b> This course of study is not specific or individualized; it does not meet compliance requirements.</p>

Course of Study Discussion (Continued)  
Question 5

IEP Content		Rationale
10. Lists the courses the student will take from now until graduation.	<b>?</b>	<b>Listing the specific course titles of classes the student will take until graduation shows that the course of study is multi-year and individualized to the student. If the courses align with the PSGs, it will meet compliance requirements.</b>
11. Antonio will take courses & electives in high school that facilitate reaching career goal. Student would like to obtain a career in the automotive industry, so these classes will include math, industrial design, and auto mechanics combined with graduation requirements.	<b>Y</b>	<b>This course of study is multi-year and describes the courses needed by this student to align with the identified PSGs. It meets compliance requirements.</b>
12. Lisa will participate in both modified and general education classes in order to complete modified graduation requirements. Transition needs include instruction in functional academics & life skills needed to increase her self-sufficiency in her adult life and focus on her career interests. Instruction will be provided in adult living skills, personal hygiene, signing, community access, and safety issues. Continue to work in SSN vocational program to enhance ability to work independently and self-advocacy skills.	<b>Y</b>	<b>This course of study is multi-year, specific and individualized, and links to the PSGs. It meets compliance requirements.</b>

Annual Goal Link to Transition Services for Discussion  
Question 6

IEP Content		Rationale
1. Maria will improve her math computational skills for life.	<b>N</b>	<b>It is not enough to simply state that a linkage exists. The linkage must be direct and specific.</b>
2. Karl will learn and utilize strategies to track materials and tasks in order to be successful at work and in school.	<b>Y</b>	<b>This goal is related to the PSG/transition service needs and is direct and specific.</b>
3. Elizabeth will use eye gaze to select between options in order to communicate preferences across settings.	<b>Y</b>	<b>This goal is related to the PSG/transition service needs and is direct and specific.</b>



Student Invitation  
Question 7

IEP Content		Rationale
1. Notice of Meeting is addressed to Dr. and Mr. Jackson and Bobbie.	<b>Y</b>	<b>This is documented evidence that the student was invited to the IEP meeting prior to the meeting. Notice of Meeting may be co-addressed.</b>
2. Inclusion of student's name on the notice of meeting of who will be invited.	<b>N</b>	<b>Inclusion of the student's name on the Notice of Meeting along with others who will be invited does not constitute an invitation to the student.</b>
3. Student's signature on the participant's page	<b>N</b>	<b>There must be an invitation that specifically names the student and is dated <u>prior</u> to the date of the meeting.</b>

Agency Invitation  
Question 8

IEP Content		Rationale
1. There is no evidence on the Notice of Meeting form that an adult agency was invited.	<b>N A</b>	<b>Because the staffing team determined that it is not necessary to invite an adult agency, this should be recorded as N/A.</b>
2. Notice of meeting states CCB <u>will</u> be invited to the IEP, but student's file does not contain a copy of parental consent to invite that agency.	<b>N</b>	<b>Parental consent is required each and every time an agency is invited to an IEP meeting. This IEP does not meet compliance requirements.</b>
3. Notice of meeting states CCB will be invited to the IEP. Student's file has copy of parental consent to invite CCB <u>and</u> a copy of the invitation to that agency.	<b>Y</b>	<b>Both the parental consent and the agency invitation provide evidence that this area meets compliance requirements.</b>

## I-13 FILE REVIEW PROCEDURES

1. Please understand that this is a high stakes review. It is imperative that this process be conducted with professionalism and integrity.
2. Look at the sample spreadsheet to get an understanding of what the final product will look like.
3. Use the *Compliance Tips* as your guide for reviewing the IEP. Ask for help whenever you have any questions.
4. Review Process:
  - Go to: <http://www.cuttingedj.net/index.html>
  - Click on "Login IDEA 2004."
  - Log in with the user name/password. (File Review Team Members have this.)
  - Click on "Submit an I-13 Checklist," on the bottom, left.
  - Answer "Yes" to either question concerning student age, then click "Proceed."
  - Select "Region," "AU," "School Year—2009-2010," "Review Year-specific for the AU being reviewed," then click "Proceed."
  - Enter the Student Biographical Data from the Cover Sheet of the IEP. Type everything on this page in CAPS. Remember to use the FIRST TWO LETTERS OF THE STUDENT'S LAST NAME, and not the student's initials. Under "Cohort," select the letter that corresponds to the student's school of attendance. Remove *Caps Lock*. Double-check all dates/initials for accuracy before clicking, "Proceed."
  - Respond to all of the active questions based on the IEP review.
  - **Any "No" response must be discussed by the team.** The Secondary Transition Services' team member will have final say.
  - Any "No" response must have a comment. Whenever possible, the comment should be taken directly from the *Compliance Tips*. It may be necessary to write the same comment multiple times. The comment should provide enough information so that when the IEP is rewritten, it will meet compliance.
  - "Yes" responses do not have to have a comment; however, it is helpful if exemplary, model examples could be highlighted.
  - Use the attached list that shows the direct alignment between the Cutting EdJ questions and the CDE *Compliance Tips*.
  - Pause before clicking on "Add Record," as once this is done, there is no going back!

**INDICATOR 13 DATA COLLECTION  
VERIFICATION—3 QUESTIONS**

AU Name \_\_\_\_\_

School Name \_\_\_\_\_

Date \_\_\_\_\_

**Student Date of Birth** \_\_\_\_\_

**Date of Current IEP Meeting** \_\_\_\_\_

**Gender** \_\_\_\_\_ **Ethnicity** \_\_\_\_\_

**Primary Disability** \_\_\_\_\_

**Student ID** \_\_\_\_\_

**First Two Letters of Student's LAST Name** \_\_\_\_\_ **Reviewer's Initials** \_\_\_\_\_

Question 13

**Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living? (Check all that apply)**

("Yes" means there is a measurable postsecondary goal in the given area and the postsecondary goal can be measured. "No" means there is a postsecondary goal in the area but it cannot be measured. "N/G" (No Goal) means that there is no measurable postsecondary goal for that area. "N/A" applies only to independent living skills where a measurable postsecondary goal may not be appropriate or applicable.)

- |  |                              |                             |                              |
|--|------------------------------|-----------------------------|------------------------------|
| <b>a. education/training</b>                               | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/G |
| <b>b. employment</b>                                       | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/G |
| <b>c. where appropriate,<br/>independent living skills</b> | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |

**comments:**

Question 15

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

yes      no

**comments:**

Question 17

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

yes      no

**Check all that apply:**

- |  |                              |                             |                              |
|--|------------------------------|-----------------------------|------------------------------|
| <b>a. instruction</b>  | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| <b>b. related services</b>   | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| <b>c. community experiences</b>                                    | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| <b>d. employment and other post-school adult living objectives</b> | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| <b>e. when appropriate, acquisition of daily living skills</b>     | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| <b>f. when appropriate, functional vocational evaluation</b>       | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |

**comments:**

Question 22

**Overall, does the IEP meet the requirements of Indicator 13?**

yes      no

**comments:**

**INDICATOR 13 DATA COLLECTION**  
**Sample**

AU Name \_\_\_\_\_

School Name \_\_\_\_\_

Date \_\_\_\_\_

**Student Date of Birth** \_\_\_\_\_

**Date of Current IEP Meeting** \_\_\_\_\_

**Gender** \_\_\_\_\_ **Ethnicity** \_\_\_\_\_

**Primary Disability** \_\_\_\_\_

**Student ID** \_\_\_\_\_

**First Two Letters of Student's LAST Name** \_\_\_\_\_ **Reviewer's Initials** \_\_\_\_\_

Question 1

**Is there evidence that the student was invited to the IEP team meeting?**

yes      no

**comments:**

Question 5

**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?**

yes      no      N/A

**comments:**

Question 13

**Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?  
(Check all that apply)**

("Yes" means there is a measurable postsecondary goal in the given area and the postsecondary goal can be measured. "No" means there is a postsecondary goal in the area but it cannot be measured. "N/G" (No Goal) means that there is no measurable postsecondary goal for that area. "N/A" applies only to independent living skills where a measurable postsecondary goal may not be appropriate or applicable.)

- |  |                              |                             |                              |
|--|------------------------------|-----------------------------|------------------------------|
| <b>a. education/training</b>                               | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/G |
| <b>b. employment</b>                                       | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/G |
| <b>c. where appropriate,<br/>independent living skills</b> | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |

**comments:**

Question 14

**Is (are) the postsecondary goal(s) updated annually?**

yes      no

**comments:**

Question 15

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

yes      no

**comments:**

Question 16

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

yes      no

**comments:**

Question 17

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

yes      no

**Check all that apply:**

- |  |                              |                             |                              |
|--|------------------------------|-----------------------------|------------------------------|
| <b>a. instruction</b>  | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| <b>b. related services</b>   | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| <b>c. community experiences</b>                                    | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| <b>d. employment and other post-school adult living objectives</b> | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| <b>e. when appropriate, acquisition of daily living skills</b>     | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| <b>f. when appropriate, functional vocational evaluation</b>       | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |

**comments:**

Question 21

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

yes

no

**comments:**

Question 22

**Overall, does the IEP meet the requirements of Indicator 13?**

yes

no

**comments:**



**INDICATOR 13 DATA COLLECTION**

**First Two Letters of Student's LAST Name**\_\_\_\_\_ **Reviewer's Initials** \_\_\_\_\_

Question 1

**Is there evidence that the student was invited to the IEP team meeting?**

yes no

**comments:**

Question 5

**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?**

yes no N/A

**comments:**

Question 13

**Is there appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living? (Check all that apply)**

("Yes" means there is a measurable postsecondary goal in the given area and the postsecondary goal can be measured. "No" means there is a postsecondary goal in the area but it cannot be measured. "N/G" (No Goal) means that there is no measurable postsecondary goal for that area. "N/A" applies only to independent living skills where a measurable postsecondary goal may not be appropriate or applicable.)

<b>a. education/training</b>	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> N/G
<b>b. employment</b>	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> N/G
<b>c. where appropriate, independent living skills</b>	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> N/A

**comments:**

Question 14

**Is (are) the postsecondary goal(s) updated annually?**

yes no

**comments:**

Question 15

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

yes no

**comments:**

Question 16

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

yes      no

**comments:**

Question 17

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

yes      no

**Check all that apply:**

- |  |                              |                             |                              |
|--|------------------------------|-----------------------------|------------------------------|
| <b>a. instruction</b>  | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| <b>b. related services</b>   | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| <b>c. community experiences</b>                                    | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| <b>d. employment and other post-school adult living objectives</b> | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| <b>e. when appropriate, acquisition of daily living skills</b>     | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |
| <b>f. when appropriate, functional vocational evaluation</b>       | <input type="checkbox"/> yes | <input type="checkbox"/> no | <input type="checkbox"/> N/A |

**comments:**

Question 21

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

yes      no

**comments:**

Question 22

**Overall, does the IEP meet the requirements of Indicator 13?**

yes      no

**comments:**

## CDE Compliance Tips/Cutting EdJ Alignment

### 3 Questions for VERIFICATION Sites

CDE Compliance Tips/ NSTTAC Indicator 13	Cutting EDJ Questions
1	13a, 13b, 13c
2	14
3	16
4	17
5	21
6	15
7	1
8	5
	22 = overall

## Cutting EdJ/CDE Compliance Tips Alignment

### 3 Questions for VERIFICATION Sites

Cutting EDJ	CDE Compliance Tips/ NSTTAC Indicator 13
<p><b>13a, 13b, 13c:</b> Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living? (Check all that apply)</p> <ul style="list-style-type: none"> <li>a) Education/training</li> <li>b) Employment</li> <li>c) Where appropriate independent living skills</li> </ul>	<p><b>1:</b> Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?</p>

<p><b>15:</b> Is (are) there annual IEP goal(s) related to the student’s transition services needs?</p> <p><b>At least one annual goal must specifically and directly link.</b></p>	<p><b>6:</b> Is (are) there annual IEP goal(s) related to the student’s post school goals/transition services needs?</p>
<p><b>17:</b> Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?</p> <p>Check all that apply:</p> <ul style="list-style-type: none"> <li>a. instruction?</li> <li>b. related services?</li> <li>c. community experiences?</li> <li>d. employment and other post-school adult living objectives?</li> <li>e. when appropriate, acquisition of daily living skills?</li> <li>f. when appropriate, functional vocational evaluation?</li> </ul> <p><b>State recommended form does not prompt for each area; if there is one transition service that links, the program will automatically “fill” a YES response for this question.</b></p>	<p><b>4:</b> Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?</p>
<p><b>22:</b> Overall, does the IEP meet the requirements of Indicator 13?</p> <p><b>This area will automatically “fill” a YES or NO response.</b></p>	

## CDE Compliance Tips/Cutting EDJ Alignment

CDE Compliance Tips/ NSTTAC Indicator 13	Cutting EDJ Questions
1	13a, 13b, 13c
2	14
3	16
4	17
5	21
6	15
7	1
8	5
	22= overall

Cutting EDJ Questions	CDE Compliance Tips/ NSTTAC Indicator 13
<p><b>1:</b> Is there evidence that the student was invited to the IEP team meeting?</p> <p><b>Notice of Meeting</b></p>	<p><b>7:</b> Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?</p>
<p><b>5:</b> 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?</p> <p><b>Notice of Meeting, student file, if needed</b></p>	<p><b>8:</b> 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?</p>
<p><b>13a, 13b, 13c:</b> Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living? (Check all that apply)</p> <ul style="list-style-type: none"> <li>a) Education/training</li> <li>b) Employment</li> <li>c) Where appropriate independent living skills</li> </ul>	<p><b>1:</b> Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?</p>
<p><b>14:</b> Is (are) the postsecondary goal(s) updated annually?</p>	<p><b>2:</b> Is (are) the postsecondary goal(s) updated annually?</p>
<p><b>15:</b> Is (are) there annual IEP goal(s) related to the student's transition services needs?</p> <p><b>At least one annual goal must specifically and directly link.</b></p>	<p><b>6:</b> Is (are) there annual IEP goal(s) related to the student's post school goals/transition services needs?</p>

Cutting EDJ Questions	CDE Compliance Tips/ NSTTAC Indicator 13
<p><b>16:</b> Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment?</p>	<p><b>3:</b> Is there evidence that the measurable postsecondary goal(s) were based on an age appropriate transition assessment?</p>
<p><b>17:</b> Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? Check all that apply:</p> <ul style="list-style-type: none"> <li>a. instruction?</li> <li>b. related services?</li> <li>c. community experiences?</li> <li>d. employment and other post-school adult living objectives?</li> <li>e. when appropriate, acquisition of daily living skills?</li> <li>f. when appropriate, functional vocational evaluation?</li> </ul> <p><b>State recommended form does not prompt for each area; if there is one transition service that links, the program will automatically "fill" a YES response for this question.</b></p>	<p><b>4:</b> Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?</p>
<p><b>21:</b> Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?</p>	<p><b>5:</b> Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?</p>
<p><b>22:</b> Overall, does the IEP meet the requirements of Indicator 13?</p> <p><b>This area will automatically "fill" a YES or NO response.</b></p>	

## Disability Codes

Code	Description
01	Significant Limited Intellectual Capacity
03	Emotional Disability
04	Specific Learning Disability
05	Hearing Disability
06	Visual Disability
07	Physical Disability
08	Speech or Language Impairment
09	Deaf/Blind
10	Multiple Disability
11	Preschooler with a Disability
12	Infant/Toddler with a Disability
13	Autism
14	Traumatic Brain Injury



STATUS REPORT FOR I-13

AU: Sample CO AU

REVIEW DATE: Transition Leadership Institute 2009

Number of files reviewed: 50      Number of files in Compliance: 42

First, second letters LAST NAME	DOB	IEP Date	School	Disability Code	MPSG Ed/Traning Y or N	MPSG Career/ Employment Y or N	Comments	Annual Goals Y or N	Comments	Trans Services Y or N	Comments	Status - All Y or N
		11/5/2008		SLD	Y	N	Credit was given for education/training goal for Section 6. It is concerning that the Education/Training PSG is different in Section 6 and Section 8. Section 8 is not measureable as it is an activity. The PSG in Career/Employment does not address employment it addresses education.	Y		N	Transition services are what the adults will do to assist students in learning strategies and skills to reach annual goals and to complete activities to move the student toward the post-school goals. Transition services must be stated as, "The _____ (i.e., adults in the school, parents, etc) will provide..." and not what the student needs or what the student will do. What is written in this section of the IEP are excellent examples of annual goals, but they are not transition services.	N
		12/2/2008		SLD	Y	Y		N	The linkage between the annual goal and the PSG must be direct and specific. If someone were to pick up the IEP and go directly to the annual goals, he/she should be able to predict the PSG with a high degree of accuracy.	Y		N
		1/13/2009		ED	N	Y	The PSG must be an actual outcome and not an activity or process. "Will learn to become" is a process, not an outcome.	Y		Y	Transition services must be stated as what the adult will provide and not what the student will do. Credit was given here as the service could clearly be inferred as written, "The student will meet with the case manager to...." It is preferable to write, "The case manager will meet with the student to...."	N

First, second letters LAST NAME	DOB	IEP Date	School	Disability Code	MPSG Ed/Traning Y or N	MPSG Career/ Employment Y or N	Comments	Annual Goals Y or N	Comments	Trans Services Y or N	Comments	Status - All Y or N
		4/8/2009		SLD	Y	Y		Y	Great annual goals	Y	Although credit was given here, transition services are what the adults will do to assist students in learning strategies and skills, not what the student will do. Transition services should be worded, "The ____ (i.e. adults in the school, parents, etc) will provide..."	Y
		3/16/2009		SIED	Y	Y	Credit was given for ed/training PSG ("I will work full time after high school") because it was stated under Transition/Life Skills that the student does not intend to attend post secondary training.	Y		Y	Excellent transition services related to PSGs.	Y
		4/3/2009		SIED	Y	Y	Ed/training: the PSG would be better stated in the active voice rather than passive ("the student will participate in..." rather than "the student will receive...") Career/emp: would be better to state as "Brian will work full or part time" rather than "Brian will find part or full time employment..."	Y		Y		Y
		4/7/2009		SLD	Y	N	The PSG must be an actual outcome and not an activity or process. "Seeks," "pursues," and "applies" are processes, not outcomes. Pursuing a career is therefore not considered a measurable outcome.	Y	Although credit was given in this area because of the linkage between written language and full time employment, the annual goal of "processing speed and memory deficits" is not at all linked to PSGs.	Y		N

First, second letters LAST NAME	DOB	IEP Date	School	Disability Code	MPSG Ed/Traning Y or N	MPSG Career/ Employment Y or N	Comments	Annual Goals Y or N	Comments	Trans Services Y or N	Comments	Status - All Y or N
		4/9/2009		SLD	Y	Y		Y	Although credit was given in this area due to the linkage between math skills and becoming a paramedic, the remaining annual goals do not show linkage to PSGs, although they could easily have been written to do so.	Y	Although credit was given in this area due to the following statement: "Assistance will be given for selecting courses to fulfill graduation requirements <b>and to address Eric's post-secondary goals,</b> " transition services must be stated as "The ____ (adults) will provide" and not what the student needs or what the student will do.	Y
		3/13/2009		SLD	Y	Y		Y		Y	Although credit was given in this area, transition services must be stated as, "The ____ (ie, adults in the school, etc.) will provide." For example, "Taylor will continue to receive" should be written as "Case manager will provide..." Simply handing someone information (ie, a flier) does not appear to be a service without providing some type of follow-up.	Y
		3/4/2009		SIED	Y	Y		Y		Y	These are excellent examples of transition services.	Y
		2/27/2009		HD	N	Y	The PSG must be an actual outcome and not an activity or process. "The student will continue to receive on-the-job training..." is a process and therefore not a measurable outcome. It is also unclear if it is postsecondary.	Y		N	Transition services must include what the adults will provide <u>during the current year</u> to move the student to the PSGs (services were listed for senior year).	N
		12/11/2008		MD, VD	Y	Y	It is preferable to write goals in the active rather than the passive voice; i.e., "Tyler will participate in," rather than, "Tyler will receive...."	Y		N	Transition services page with career employment and education/training PSGs are not included.	N

First, second letters LAST NAME	DOB	IEP Date	School	Disability Code	MPSG Ed/Traning Y or N	MPSG Career/ Employment Y or N	Comments	Annual Goals Y or N	Comments	Trans Services Y or N	Comments	Status - All Y or N
		12/11/2008		SLD	Y	Y		Y		Y	This was found to be in compliance due to the statement, "special education staff will provide ..."	Y
		2/4/2009		SLI	Y	Y	The PSG outcome in training would be better stated in the active voice rather than passive (i.e. "will participate in on-the-job training" rather than what they will receive.)	Y		Y		Y
		1/27/2009		SLD	Y	Y		Y	Excellent annual goals linked to the PSGs	Y	Excellent transition services	Y
		4/6/2009		SLD	Y	Y		Y	Excellent annual goals linked to the PSGs	Y		Y
		4/7/2009		SLD	Y	Y	PSG in Career/Employment could be written more simply to state, "[Student] will work competitively as a nurse after completing her program."	Y		Y		Y
		1/22/2009		SLD	Y	Y		Y	The academic goals and behavioral goals were directly related to the PSG and clearly measurable. The annual goal for Access Skills was not linked to the PSG, although it easily could've been.	Y		Y
		4/8/2009		MD	Y	Y	The PSG outcome in training would be better stated in the active voice rather than passive (i.e. "will participate in on-the-job training" rather than what they will get.)	Y	Great annual goals linkage to an individual with significant needs	Y		Y

First, second letters LAST NAME	DOB	IEP Date	School	Disability Code	MPSG Ed/Traning Y or N	MPSG Career/ Employment Y or N	Comments	Annual Goals Y or N	Comments	Trans Services Y or N	Comments	Status - All Y or N
		4/2/2009		MD	N	Y	The PSG outcome in training would be better stated in the active voice rather than passive (i.e. "will participate in on-the-job training" rather than what they will receive.) The PSG must focus on what the student will do after exiting the public school system. A transition program for 18-21 year old students is part of FAPE.	Y		Y		N
		4/1/2009		SLD	Y	Y		Y	Although credit was given here because the annual goal around self-advocacy clearly links, the academic goals could also have been linked to the PSG.	Y		Y
		3/12/2009		SLD	Y	Y		Y		Y		Y
		4/7/2009		PD	Y	Y		Y		Y		Y
		4/9/2009		SLI	Y	Y		Y		Y		Y
		3/18/2009		SLI	Y	Y		Y		Y		Y
		3/30/2009		SLD	Y	Y		N	The linkage between the annual goal and the PSG must be direct and specific. If someone were to pick up the IEP and go directly to the annual goals, he/she should be able to predict the PSG with a high degree of accuracy.	Y		N
		3/3/2009		SLI	Y	Y		Y	Although the credit was given to the goal about reading comprehension, the second goal stating that synonyms relate to employment in not a direct linkage to the PSG	Y		Y
		1/29/2009		SLD	Y	Y		Y	Great annual goals	Y		Y
		4/1/2009		SLD	Y	Y		Y		Y	Great transition services	Y

First, second letters LAST NAME	DOB	IEP Date	School	Disability Code	MPSG Ed/Traning Y or N	MPSG Career/ Employment Y or N	Comments	Annual Goals Y or N	Comments	Trans Services Y or N	Comments	Status - All Y or N
		12/4/2008		SLD	Y	Y	PSGs are in the the wrong places on the IEP (ed/training listed in career/emp and visa versa). However, credit was given.	Y		Y		Y
		2/12/2009		SIED	Y	Y		Y		Y		Y
		12/3/2008		PHYS	Y	Y		Y	Although credit was given in this area, the annual goal should more clearly describe strategies and skills that the student will learn to develop time management and responsibility.	Y		Y
		11/7/2008		SLIC	Y	Y	The PSG outcome in training would be better stated in the active voice rather than passive (i.e., "Will participate in on-the-job training" rather than what the student will receive.	Y	Although credit was given in this area due to the linkage between the math annual goal and the independent living PSG, the annual goal around reading should be more directly linked to her PSG in the area of on-the-job training and supported work setting.	Y		Y
		4/2/2009		SLD	Y	Y		Y		Y		Y
		11/21/2008		SLD	Y	Y		Y	Although credit was given, Goal #3 contained a phrase that appears to belong elsewhere.	Y		Y
		2/2/2009		SLD	Y	Y	Career goal should be "assistant" rather than "assistance"	Y		Y		Y
		1/20/2009		SLD	Y	Y	Ensure the statement makes sense without typos	Y		Y		Y
		11/11/2008		SLD	Y	Y	This area is considered to be in compliance due to the PSG stated on pg. 5. Please note the career/employment PSG in section 8 is an annual goal. Please ensure they the PSGs are consistent from page to page.	Y		Y		Y
		2/26/2009		SLD	Y	Y		Y		Y		Y

First, second letters LAST NAME	DOB	IEP Date	School	Disability Code	MPSG Ed/Traning Y or N	MPSG Career/ Employment Y or N	Comments	Annual Goals Y or N	Comments	Trans Services Y or N	Comments	Status - All Y or N
		12/8/2008		SLD	Y	Y		Y		Y		Y
		11/18/2008		PHY	Y	Y		Y		Y		Y
		11/6/2008		SLIC	Y	Y		Y	Great annual goals	Y	This is a good example of adult agency linkages, but would be helpful to list what current providers are actually providing	Y
		2/23/2009		SLD	Y	Y		Y	Great annual goals	Y	Although credit was given, transition services must be stated as, "The_____ (i.e., adults in the school, adults, parents) will provide..."	Y
		1/8/2009		SLD	Y	Y		Y	Exemplars in annual measurable goals. Good job!	Y	Great connections with PSGs.	Y
		4/15/2009		SIED	Y	Y		Y		Y		Y
		12/16/2008		D/HOH	Y	Y		Y		Y		Y
		4/8/2009		PD	Y	Y	The PSG outcome in training would be better stated in the active voice rather than passive (i.e. "will participate in on-the-job training" rather than what they will receive.)	Y		Y		Y
		4/8/2009		PD	Y	Y	Please ensure that other names are omitted from this person's IEP in Sections 6 and 8.	Y		Y	Typos on several pages	Y
		4/10/2009		SLIC	Y	Y	Be cautious when you cut and paste from Section 6 to Section 8 (PSG in Section 8 is not measurable but credit was given because of verbage in Section 6).	Y		Y	Good transition services and linkages	Y
		4/15/2009		SLD	Y	Y		Y		Y	Although the IEP does describe the student working with the counselor, transition services must be stated as to what the adults will do and not what the student needs or will do. Credit was given.	Y
<b>Total % Compliant</b>					<b>94%</b>	<b>96%</b>		<b>96%</b>		<b>94%</b>		<b>84</b>

**NOTICE OF MEETING**

Dear Sampson Villaz and Mr. and Mrs. Villaz:

In order to discuss the educational needs of your child, you are invited to attend a conference scheduled for 10/10/09  
*Month, date, year, time*  
at CDE Room 1175. *300.322(b)(1)(i) purpose, time, location*  
*Building, address, and room*

The purpose of this meeting:

- Eligibility for special education:** to discuss appropriate evaluation data to determine whether your child is eligible for special education services. If eligible, an individualized education program (IEP) will be developed.
  - Initial
  - Three year evaluation
  - Special evaluation
- IEP:** to review and update your child's present level of functioning, needs, goals and objectives, and to develop a plan to provide special education and related services.
  - Initial IEP
  - Annual Review
  - Amendment to IEP dated: \_\_\_\_\_
  - Other: \_\_\_\_\_
  - Transition: to consider post-secondary goals and transition services for your child. The student and any identified agencies will be invited (see attached) to any meeting if the purpose of the meeting is to consider transition services needs or needed transition services.

The following will be attending the meeting: *300.322(b)(1)(j) whom in attendance*

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Student                                | <input checked="" type="checkbox"/> General Education Teacher |
| <input checked="" type="checkbox"/> Parent(s)/Guardian/ESP                 | <input checked="" type="checkbox"/> Special Education Teacher |
| <input checked="" type="checkbox"/> Special Education Director or Designee | <input type="checkbox"/> _____                                |
| <input type="checkbox"/> _____   | <input type="checkbox"/> _____                                |
| <input type="checkbox"/> _____   | <input type="checkbox"/> _____                                |
| <input type="checkbox"/> _____   | <input type="checkbox"/> _____                                |
| <input type="checkbox"/> _____   | <input type="checkbox"/> _____                                |

As an integral part of the IEP team, we look forward to your attendance and participation in this meeting. You may invite other people that you believe will be helpful to you. If the scheduled time and place is not convenient, please contact me immediately so that we can arrange a mutually agreeable time and location for the meeting.

<u>Great Teacher</u>	<u>Special Education teacher</u>	<u>303.555.1234</u>
<i>Name</i>	<i>Title</i>	<i>Phone Number</i>



Sampson Villaz  
Legal Name of Student

987654321  
State Student ID (SASID)

9/8/91  
Date of Birth

10/10/09  
Date

## INDIVIDUALIZED EDUCATION PROGRAM

### SECTION 6: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE INCLUDING INPUT FROM PARENT & STUDENT

#### Student Strengths, Preferences, Interests

What are the student's educational/developmental strengths, interest areas, significant personal attributes and personal accomplishments? Be sure to include specific feedback from the student.

300.324(a)(i) strengths of the child

300.321(b)(2) preferences and interests 300.43(a)(2)

Sampson has stated that he is interested in the field of graphic design and has many skills as an artist. He is a visual learner and very creative. Sampson won a 1<sup>st</sup> place award in a design competition through the Voc Ed Center.

#### Present Levels of Educational Performance Summary

Include results of initial or most recent evaluation

300.324(a)(iii) Results of initial or most recent evaluation

Review of records and transcripts indicate Sampson scored in the proficient range on his 10<sup>th</sup> grade CSAP in math and reading and partially proficient in writing. Sampson passed Algebra 1 with semester grades of a B and an A and geometry with semester grades of a B and a B. Sampson scored in the 43<sup>rd</sup> percentile in passage comprehension and in the 59<sup>th</sup> percentile on reading vocabulary during his last Woodcock Johnson assessment which took place on 12/05/08. Sampson scored in the partially proficient range in sentence conventions and fluency using a 6 Trait Writing Rubric on 1/20/09. When given a curriculum based writing prompt and a one minute "think" time, he was able to write 31 words and 14 words in correct word sequence in three minutes.

#### Describe the age appropriate transition assessment process used to develop the post-school goals 300.320(b)(1)

This section to be completed for the first IEP to be in effect when the student is transition age, or earlier if deemed appropriate by the IEP team

Career Clusters Survey completed on April 24, 2009. Responses compiled by Danny Jones, Sampson's case manager.

Casey Life Skills Assessment completed in April, 2009. Responses compiled by Danny Jones, Sampson's case manager on May 1, 2009.

Sampson took the ACT during his junior year and scores are filed in his cum file.

Sampson completed a career clusters survey to explore possible career paths and interests. The findings confirmed his skills and interests in the field of graphic design. He also scored high in the area of computer science. Sampson, his parents, and his case manager also completed the Casey Life Skills Assessment to determine levels of independent living skills. Areas of relative concern included communication and organizational skills.

Sampson's ACT score indicates that he has the foundational academic skills needed to be successful in college.

Sampson Villaz	987654321	9/8/91	10/10/09
Legal Name of Student	State Student ID (SASID)	Date of Birth	Date

**Student Needs and Impact of Disability**  
 How does the student's disability affect his/her involvement and progress in the general curriculum and participation in appropriate activities?  
 300.324(a)(ii) concerns of parent  
 300.324(a)(iv) academic, developmental, and functional needs (access skills)  
 300.320(a)(1) How the child's disability affects the child's involvement and progress—in the general curriculum and participation in appropriate activities

Sampson has difficulty organizing and prioritizing his homework assignments which leads to homework being turned in late 50% of the time. He is not comfortable advocating for his needs or asking instructors to assist him with prioritizing assignments and deadlines.

**Measurable Post-School Goals**  
 This section to be completed for the first IEP to be in effect when the student is transition age, or earlier if deemed appropriate by the IEP team  
 What are the student's preferences, interests and desired outcomes in future post-secondary education, employment and independent living? Be sure to include feedback from the student  
 300.321(b) 300.43(a)(2)(i)-(v) extrapolated

**Post-School Education/Training Goal:**  
 300.320(b)(1)

Sampson will attend Colorado Mountain College.

**Employment Goal:**  
 300.320(b)(1)

Sampson will work in the field of graphic design.

**Independent Living Skills Goal (when appropriate):**  
 300.320(b)(1)

Not applicable.

Sampson Villaz Legal Name of Student	987654321 State Student ID (SASID)	9/8/91 Date of Birth	10/10/09 Date
---	---------------------------------------	-------------------------	------------------

<p><b>SECTION 8: POST-SCHOOL CONSIDERATIONS</b> This section to be completed for the IEP to be in effect when the child is 15, but not later than the end of 9th grade 300.320(b)</p>
<p>Projected date of graduation/program completion: <u>May 29, 2010</u> 300.102(a)(3)(i)-(iii) limitation to FAPE          Projected type of completion document <u>diploma</u></p>
<p><b>Post-School Education/Training Goal</b> (from Section 6: Measurable Post-School Goals): 300.320(b)(1)           Sampson will attend Colorado Mountain College.   <b>Planned Course of Study:</b> 300.320(b)(2)          Sampson has 160 credits towards graduation and is completing a college prep course schedule. In addition to his required courses, this semester Sampson is taking Applications in Graphic Communications and is scheduled to take Multimedia 2 next semester. He is also involved in a study skills group focusing on organizational strategies and time management that meets one time per week after school.   <b>Transition Services and Activities:</b> 300.320(b)(2)          Sampson has been accepted to Colorado Mountain College. His case manager will assist him in contacting the Disability Services Center at Colorado Mountain College to determine what documentation will be needed for accommodations. Sampson's parents will assist him in registering for Freshman Orientation.   <b>Agency/community supports that may provide transition services in the coming school year:</b> 300.321(b)(3) participants in meeting Not Applicable</p>
<p><b>Career Employment Goal</b> (from Section 6: Measurable Post-School Goals)300.320(b)(1)           Sampson will work in the field of graphic design.   <b>Planned Course of Study:</b> 300.320(b)(2)          Sampson is currently taking Application in Graphic Communications and is scheduled to take Multimedia 2 next semester.   <b>Transition Services and Activities:</b> 300.320(b)(2)          Sampson's case manager, in conjunction with the Graphic Communications instructor, will schedule a 6 week internship with Graphics, Inc. for the spring semester.   <b>Agency that may provide transition services in the coming school year:</b> 300.321(b)(3) participants in meeting Not Applicable</p>

Sampson Villaz Legal Name of Student	987654321 State Student ID (SASID)	9/8/91 Date of Birth	10/10/09 Date
---	---------------------------------------	-------------------------	------------------

**Independent Living Skills Goal (when appropriate)** (from Section 6: Measurable Post-School Goals): **300.320(b)(1)**

Not applicable.

**Planned Course of Study:** **300.320(b)(2)**

**Transition Services and Activities:** **300.320(b)(2)**

**Agency that may provide transition services in the coming school year:** **300.321(b)(3) participants in meeting**

If the student will turn 20 during the course of this IEP period, student and parent(s) have been informed of the transfer of rights at the age of majority (21).  
 Yes  No  N/A **300.320(c) Transfer of rights at age of majority.**

**NOTE:** Graduation will permanently end entitlement to a free and appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act 2004 and the Colorado Rules for the Administration of the Exceptional Children's Educational Act. Therefore, after graduation this student will no longer be entitled to receive special education and related services from a school district or other local education agency.

**SECTION 9: ANNUAL GOALS AND/OR OBJECTIVES** **300.320(a)(2)(i)**

**For Students who are transition age, indicate what post-school area this will support:**  Education/Training  Employment  Independent Living

**Area of Need:** Organizational skills

<b>Measurable Goal:</b> <b>300.320(a)(2)(i)</b> In order to be successful in college, Sampson will learn to use organizational supports, including graphic organizers when completing written assignments and planners to record homework assignments and due dates, 100% of the time.	<b>Unit of Measurement:</b> <b>300.320(a)(3)(i)</b> Organizer checked by case manager one time per week.
<b>Objective (if needed):</b>	
<b>Related Standard/Expanded Benchmark/Access Skill:</b> Access Skill	<b>Baseline Data Point:</b> writes assignments down in each subject's notebook, often does not include due dates

**Evaluation Method:**  Monitor and Chart Progress  Focused Assessments  Portfolio Collection  Other: completed organizer **300.320(a)(3)(i)**

**Progress Report** (Describe how parents will be informed of the student's progress toward goals and how frequently this will occur) **300.320(a)(3)(iii)**

Reporting Date: ___/___/___	Reporting Date: ___/___/___	Reporting Date: ___/___/___	Reporting Date: ___/___/___
Progress: _____	Progress: _____	Progress: _____	Progress: _____
Supporting Data Point:	Supporting Data Point:	Supporting Data Point:	Supporting Data Point:

Sampson Villaz Legal Name of Student	987654321 State Student ID (SASID)	9/8/91 Date of Birth	10/10/09 Date
---	---------------------------------------	-------------------------	------------------

<b>For Students who are transition age, indicate what post-school area this will support:</b> <input type="checkbox"/> Education/Training <input checked="" type="checkbox"/> Employment <input type="checkbox"/> Independent Living			
<b>Area of Need:</b> Transition/Career Preparation			
<b>Measurable Goal:</b> 300.320(a)(2)(i) Sampson will interview 3 different business owners in the field of graphic design to determine entry level requirements for employment and career path opportunities.		<b>Unit of Measurement:</b> 300.320(a)(3)(i) written report to include analysis of findings, preferences, and opportunities provided to the case manager	
<b>Objective (if needed):</b>		<b>Baseline Data Point:</b> has expressed a strong interest in the field of graphic design	
<b>Related Standard/Expanded Benchmark/Access Skill:</b> Access skill			
<b>Evaluation Method:</b> <input type="checkbox"/> Monitor and Chart Progress <input type="checkbox"/> Focused Assessments <input checked="" type="checkbox"/> Portfolio Collection <input checked="" type="checkbox"/> Other: written report 300.320(a)(3)(i)			
<b>Reporting Date:</b> ___/___/___	<b>Reporting Date:</b> ___/___/___	<b>Reporting Date:</b> ___/___/___	<b>Reporting Date:</b> ___/___/___
<b>Progress:</b> ____	<b>Progress:</b> ____	<b>Progress:</b> ____	<b>Progress:</b> ____
<b>Supporting Data Point:</b>	<b>Supporting Data Point:</b>	<b>Supporting Data Point:</b>	<b>Supporting Data Point:</b>

<b>Area of Need:</b> Self-advocacy			
<b>Measurable Goal:</b> 300.320(a)(2)(i) Sampson will meet with his instructors, at least one time per week, to review his homework assignment due dates and develop a schedule to ensure that deadlines are met.		<b>Unit of Measurement:</b> 300.320(a)(3)(i) Instructors will initial and date Sampson's organizer when he meets with them to be checked by the case manager	
<b>Objective (if needed):</b>		<b>Baseline Data Point:</b> Sampson does not clarify assignments and deadlines with instructors	
<b>Related Standard/Expanded Benchmark/Access Skill:</b> Access skill			
<b>Evaluation Method:</b> <input type="checkbox"/> Monitor and Chart Progress <input type="checkbox"/> Focused Assessments <input type="checkbox"/> Portfolio Collection <input checked="" type="checkbox"/> Other: Organizer check by case manager 300.320(a)(3)(i)			
<b>Reporting Date:</b> ___/___/___	<b>Reporting Date:</b> ___/___/___	<b>Reporting Date:</b> ___/___/___	<b>Reporting Date:</b> ___/___/___
<b>Progress:</b> ____	<b>Progress:</b> ____	<b>Progress:</b> ____	<b>Progress:</b> ____
<b>Supporting Data Point:</b>	<b>Supporting Data Point:</b>	<b>Supporting Data Point:</b>	<b>Supporting Data Point:</b>

**Progress Reporting Key:** 4) Goal met 3) Progress made, goal to be met on time 2) Insufficient progress made, goal not to be met on time 1) Student did not work on this goal.  
*Attach additional supporting charts/ graphs if available*

--

**NOTICE OF MEETING**

Dear Mary Smith and Mr. and Mrs. Smith:

In order to discuss the educational needs of your child, you are invited to attend a conference scheduled for 4/11/09  
*Month, date, year, time*  
at CDE Room 1175. 300.322(b)(1)(i) purpose, time, location  
*Building, address, and room*

The purpose of this meeting:

- Eligibility for special education:** to discuss appropriate evaluation data to determine whether your child is eligible for special education services. If eligible, an individualized education program (IEP) will be developed.
  - Initial
  - Three year evaluation
  - Special evaluation

- IEP:** to review and update your child's present level of functioning, needs, goals and objectives, and to develop a plan to provide special education and related services.

- Initial IEP
- Annual Review
- Amendment to IEP dated: \_\_\_\_\_
- Other: \_\_\_\_\_

- Transition:** to consider post-secondary goals and transition services for your child. The student and any identified agencies will be invited (see attached) to any meeting if the purpose of the meeting is to consider transition services needs or needed transition services.

The following will be attending the meeting: 300.322(b)(1)(i) whom in attendance

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Student</li> <li><input checked="" type="checkbox"/> Parent(s)/Guardian/ESP</li> <li><input checked="" type="checkbox"/> Special Education Director or Designee</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> General Education Teacher</li> <li><input checked="" type="checkbox"/> Special Education Teacher</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul> |
|---|--|

As an integral part of the IEP team, we look forward to your attendance and participation in this meeting. You may invite other people that you believe will be helpful to you. If the scheduled time and place is not convenient, please contact me immediately so that we can arrange a mutually agreeable time and location for the meeting.

Great Teacher	Special Education teacher	303.555.1234
<i>Name</i>	<i>Title</i>	<i>Phone Number</i>

Mary Smith  
Legal Name of Student

123456789  
State Student ID (SASID)

3/29/1993  
Date of Birth

4/11/09  
Date

## INDIVIDUALIZED EDUCATION PROGRAM

### SECTION 6: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE INCLUDING INPUT FROM PARENT & STUDENT

#### Student Strengths, Preferences, Interests

What are the student's educational/developmental strengths, interest areas, significant personal attributes and personal accomplishments? Be sure to include specific feedback from the student.

300.324(a)(i) strengths of the child

300.321(b)(2) preferences and interests 300.43(a)(2)

Mary has stated that she would like to work with animals when she completes school. She is compassionate and cares for her household pets (1 dog/1 cat) which include feeding, grooming, and bathing them. She is responsible for finding the pet food at the local grocery store and paying for it separate to the family groceries. Mary's independence level significantly improves when she uses a visual schedule (pictures and words) to complete tasks. Mary is responsible for her personal property and maintains good hygiene. She is independent in self-help skills and assists her parents by doing her own laundry and participating in meal preparation. Mary enjoys books on animals and going to the school library to find new books on this topic.

#### Present Levels of Educational Performance Summary

Include results of initial or most recent evaluation

300.324(a)(iii) Results of initial or most recent evaluation

Review of records, classroom assessments and observations, and transcripts indicate Mary can identify the number amount on dollar bills and can count to 100. Mary can identify a penny by name and amount with 100% accuracy and can identify a dime, nickel and quarter by name and amount with 50% accuracy. Mary can recognize 24 functional signs in the community and she has mastered her Dolch words up to the primer reading level and can follow simple microwave recipes that contain 2-3 step directions.

#### Describe the age appropriate transition assessment process used to develop the post-school goals 300.320(b)(1)

This section to be completed for the first IEP to be in effect when the student is transition age, or earlier if deemed appropriate by the IEP team

The Transition Planning Inventory (TPI) was completed on March 13, 2009 and compiled by Susan Smith, Mary's case manager, on March 17, 2009. The Career Clusters Survey was completed on April 3, 2009 and scored by Susan Smith.

The TPI was completed by Mary and her mother. Mary demonstrated strengths in identifying and pursuing leisure activities and personal health care and awareness. This assessment indicated that Mary needs further support in vocational preparation including job training and educational opportunities, living skills within a supported or independent setting, awareness of community services, and developing and maintaining healthy social relationships with friends.

Mary was also given the Career Clusters Survey. She expressed strengths in the fields of animal care and child care. She has had experience taking care of her own pets and occasionally walking her neighbor's 2 dogs. She has not had any real-life experience with child care but stated that she would like to participate in job training in this area.

Teacher-generated math assessments, utilized in the intensive learning center, indicate that Mary has not yet mastered basic money skills.

#### Student Needs and Impact of Disability

How does the student's disability affect his/her involvement and progress in the general curriculum and participation in appropriate activities?

300.324(a)(ii) concerns of parent

300.324(a)(iv) academic, developmental, and functional needs (access skills)

300.320(a)(1) How the child's disability affects the child's involvement and progress—in the general curriculum and participation in appropriate activities

Mary's disability impacts her ability to learn in a traditional classroom setting. She requires targeted support and instruction in literacy, numeracy, career/employment, self-help, and daily living skills.

Mary Smith	123456789	3/29/1993	4/11/09
Legal Name of Student	State Student ID (SASID)	Date of Birth	Date

**Measurable Post-School Goals**  
This section to be completed for the first IEP to be in effect when the student is transition age, or earlier if deemed appropriate by the IEP team  
What are the student's preferences, interests and desired outcomes in future post-secondary education, employment and independent living? Be sure to include feedback from the student  
300.321(b) 300.43(a)(2)(i)-(v) extrapolated

**Post-School Education/Training Goal:**  
300.320(b)(1)  
Mary will participate in on-the-job training after completion of the 18-21 Transition Program.

**Employment Goal:**  
300.320(b)(1)  
Mary will work, at least part time, in the field of animal care or child care.

**Independent Living Skills Goal (when appropriate):**  
300.320(b)(1)  
Mary will live in an apartment with support once services from the Community Center Board are available.



Mary Smith Legal Name of Student	123456789 State Student ID (SASID)	3/29/1993 Date of Birth	4/11/09 Date
-------------------------------------	---------------------------------------	----------------------------	-----------------

**SECTION 8: POST-SCHOOL CONSIDERATIONS**  
This section to be completed for the IEP to be in effect when the child is 15, but not later than the end of 9th grade 300.320(b)

Projected date of graduation/program completion: \_\_\_May 25, 2013\_\_\_\_\_ 300.102(a)(3)(i)-(iii) limitation to FAPE  
Projected type of completion document \_\_\_diploma\_\_\_\_\_

**Post-School Education/Training Goal** (from Section 6: Measurable Post-School Goals): 300.320(b)(1)  
Mary will participate in on-the-job training after completion of the 18-21 Transition Program.

**Planned Course of Study:** 300.320(b)(2)  
During Mary's high school career, she will receive services in the intensive learning center with a focus on employment, daily living and self-help skills for a portion of each day. During her junior and senior years, she will participate in the district's Pet Grooming Program at the technical school and will be graded on a pass/fail system. She will receive individualized instruction in literacy and numeracy that mirror her job preference areas and consumer math.

**Transition Services and Activities:** 300.320(b)(2)  
Mary's case manager will provide her with community experiences (including job shadows and work experiences) aligned with her individual goals, throughout her high school career. The district will continue to prepare Mary for adulthood through the Transition Services Program when she completes 4 years of high school. Her case manager will provide information to Mary's parents regarding eligibility requirements for the Community Center Board.

**Agency/community supports that may provide transition services in the coming school year:** 300.321(b)(3) participants in meeting  
None needed at this time. Mary is currently on the wait list for services through the Community Center Board, and she and her parents will have the opportunity to meet with Community Center Board personnel at the district-sponsored Transition Night.

**Career Employment Goal** (from Section 6: Measurable Post-School Goals)300.320(b)(1)  
Mary will work, at least part time, in the field of animal care or child care.

**Planned Course of Study:** 300.320(b)(2)  
Mary will be receive services, throughout her high school career, in the intensive learning center where her instruction will focus on job shadows and work experiences at least one time per week. Daily instruction on literacy and numeracy skills will be infused in job shadowing and work experience tasks. During her junior and senior years, she will participate in the district's Pet Grooming Program at the technical school and will be graded on a pass/fail system.

**Transition Services and Activities:** 300.320(b)(2)  
Mary's case manager will provide her with job shadows and work experiences throughout her high school career to give her the opportunity to see first hand both child care and animal care work settings. The district will continue to prepare Mary for adulthood through the Transition Services Program when she completes 4 years of high school. The career counseling center personnel, with input from Mary's case manager, will assist Mary in completing and updating her resume. Her case manager will provide Mary's parents with eligibility requirements and information for DVR.

**Agency that may provide transition services in the coming school year:** 300.321(b)(3) participants in meeting  
None needed at this time. Mary and her parents will have on-going opportunities to communicate with Community Center Board and DVR personnel throughout the year. DVR will be represented at the district-sponsored Transition Night.

Mary Smith	123456789	3/29/1993	4/11/09
Legal Name of Student	State Student ID (SASID)	Date of Birth	Date

**Independent Living Skills Goal (when appropriate)** (from Section 6: Measurable Post-School Goals): **300.320(b)(1)**  
 Mary will live in an apartment with support once services from the Community Center Board are available.

**Planned Course of Study:** **300.320(b)(2)**  
 During the next 3 years, Mary will participate in targeted community based activities including use of public transportation, awareness of community resources, and participation in community services projects through the intensive learning center. She will also work on specific goals and objectives in the areas of literacy, numeracy, self-help and daily living skills.

**Transition Services and Activities:** **300.320(b)(2)**  
 Mary's case manager will provide parents with information on eligibility requirements for the Community Center Board.

**Agency that may provide transition services in the coming school year:** **300.321(b)(3) participants in meeting**  
 None needed at this time. Mary is currently on the wait list for services through the Community Center Board, and she and her parents will have the opportunity to meet with Community Center Board personnel at the district-sponsored Transition Night.

If the student will turn 20 during the course of this IEP period, student and parent(s) have been informed of the transfer of rights at the age of majority (21).  
 Yes  No  N/A **300.320(c) Transfer of rights at age of majority.**

**NOTE:** Graduation will permanently end entitlement to a free and appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act 2004 and the Colorado Rules for the Administration of the Exceptional Children's Educational Act. Therefore, after graduation this student will no longer be entitled to receive special education and related services from a school district or other local education agency.

Mary Smith Legal Name of Student	123456789 State Student ID (SASID)	3/29/1993 Date of Birth	4/11/09 Date
-------------------------------------	---------------------------------------	----------------------------	-----------------

**SECTION 9: ANNUAL GOALS AND/OR OBJECTIVES 300.320(a)(2)(i)**

For Students who are transition age, indicate what post-school area this will support:  Education/Training  Employment  Independent Living

Area of Need: Transition/Employment Exploration

<b>Measurable Goal: 300.320(a)(2)(i)</b> In order to be prepared for future employment, Mary will identify components of employability for her chosen profession. <b>Objective (if needed):</b> With assistance, Mary will identify 3 different jobs in the field of animal care and identify 5 components, using picture card choices, for employment in the field.	<b>Unit of Measurement:</b> <b>300.320(a)(3)(i)</b> Completed product
--	---

<b>Related Standard/Expanded Benchmark/Access Skill:</b> Colorado Access Skills	<b>Baseline Data Point:</b> has stated her interest in animal care
---	--

**Evaluation Method:**  Monitor and Chart Progress  Focused Assessments  Portfolio Collection  Other: \_\_\_ Completed checklists\_\_\_\_\_ **300.320(a)(3)(i)**

**Progress Report** (Describe how parents will be informed of the student's progress toward goals and how frequently this will occur) **300.320(a)(3)(iii)**  
 Parents will receive written progress reports on a quarterly basis.

Reporting Date: ___/___/___	Reporting Date: ___/___/___	Reporting Date: ___/___/___	Reporting Date: ___/___/___
Progress: ___	Progress: ___	Progress: ___	Progress: ___
Supporting Data Point:	Supporting Data Point:	Supporting Data Point:	Supporting Data Point:

For Students who are transition age, indicate what post-school area this will support:  Education/Training  Employment  Independent Living

Area of Need: Transition/Employment Exploration

<b>Measurable Goal: 300.320(a)(2)(i)</b> In order to be prepared for future employment, Mary will identify components of employability for her chosen profession. <b>Objective (if needed):</b> With assistance, Mary will identify 3 different jobs in the field of child care and identify 5 components, using picture cards for choices, for employment in the field.	<b>Unit of Measurement:</b> <b>300.320(a)(3)(i)</b> Completed product
--	---

<b>Related Standard/Expanded Benchmark/Access Skill:</b> Colorado Access Skills	<b>Baseline Data Point:</b> Mary has stated an interest in child care.
---	--

**Evaluation Method:**  Monitor and Chart Progress  Focused Assessments  Portfolio Collection  Other: \_\_\_ Completed checklists\_\_\_\_\_ **300.320(a)(3)(i)**

Reporting Date: ___/___/___	Reporting Date: ___/___/___	Reporting Date: ___/___/___	Reporting Date: ___/___/___
-----------------------------	-----------------------------	-----------------------------	-----------------------------

Mary Smith Legal Name of Student	123456789 State Student ID (SASID)	3/29/1993 Date of Birth	4/11/09 Date
-------------------------------------	---------------------------------------	----------------------------	-----------------

Progress: ____ Supporting Data Point:	Progress: ____ Supporting Data Point:	Progress: ____ Supporting Data Point:	Progress: ____ Supporting Data Point:
--	--	--	--

For Students who are transition age, indicate what post-school area this will support:  Education/Training  Employment  Independent Living

Area of Need: Transition/Numeracy

<b>Measurable Goal:</b> 300.320(a)(2)(i) In order to prepare for independent living, Mary will improve her applied math problem solving skills based on life like situations. <b>Objective (if needed):</b> Mary will count money up to \$100.00 using 1, 5, 10, and 20 dollar bills.	<b>Unit of Measurement:</b> 300.320(a)(3)(i) Curriculum based measurements, completed assignments
---	---

<b>Related Standard/Expanded Benchmark/Access Skill:</b> Colorado Math Standards	<b>Baseline Data Point:</b> can identify bills and count to 100
--	---

**Evaluation Method:**  Monitor and Chart Progress  Focused Assessments  Portfolio Collection  Other: \_\_\_\_\_ 300.320(a)(3)(i)

**Progress Report** (Describe how parents will be informed of the student's progress toward goals and how frequently this will occur) 300.320(a)(3)(iii)  
 Parents will receive written progress reports on a quarterly basis.

Reporting Date: __/__/__	Reporting Date: __/__/__	Reporting Date: __/__/__	Reporting Date: __/__/__
Progress: ____ Supporting Data Point:	Progress: ____ Supporting Data Point:	Progress: ____ Supporting Data Point:	Progress: ____ Supporting Data Point:

For Students who are transition age, indicate what post-school area this will support:  Education/Training  Employment  Independent Living

Area of Need: Transition/Community Access

<b>Measurable Goal:</b> 300.320(a)(2)(i) In order to be prepared for independent living, Mary will independently utilize community resources. <b>Objective (if needed):</b> Mary will learn the skills and strategies needed to independently ride public transportation from her home to school and from school to her home at least 2 times per week.	<b>Unit of Measurement:</b> 300.320(a)(3)(i) Documentation of following the district's safe bus riding protocol and the intensive learning center's bus riding task analysis
---	--

<b>Related Standard/Expanded Benchmark/Access Skill:</b> Colorado Access Skills	<b>Baseline Data Point:</b> has used public transportation with a group
---	---

Mary Smith Legal Name of Student	123456789 State Student ID (SASID)	3/29/1993 Date of Birth	4/11/09 Date
-------------------------------------	---------------------------------------	----------------------------	-----------------

**Evaluation Method:**  Monitor and Chart Progress    Focused Assessments    Portfolio Collection    Other: \_\_safe bus riding protocol\_\_   **300.320(a)(3)(i)**

**Progress Report** (Describe how parents will be informed of the student's progress toward goals and how frequently this will occur)   **300.320(a)(3)(iii)**  
 Parents will receive written progress reports on a quarterly basis.

Reporting Date: __/__/__	Reporting Date: __/__/__	Reporting Date: __/__/__	Reporting Date: __/__/__
Progress: ____ Supporting Data Point:	Progress: ____ Supporting Data Point:	Progress: ____ Supporting Data Point:	Progress: ____ Supporting Data Point:

**Progress Reporting Key:** 4) Goal met 3) Progress made, goal to be met on time 2) Insufficient progress made, goal not to be met on time 1) Student did not work on this goal.  
*Attach additional supporting charts/ graphs if available*

--

**NOTICE OF MEETING**

Dear Ellen and Mrs. Brown

In order to discuss the educational needs of your child, you are invited to attend a conference scheduled for 11/1/09  
*Month, date, year, time*  
 at CDE Room 1175. **300.322(b)(1)(i) purpose, time, location**  
*Building, address, and room*

The purpose of this meeting:

**Eligibility for special education:** to discuss appropriate evaluation data to determine whether your child is eligible for special education services. If eligible, an individualized education program (IEP) will be developed.

- Initial
- Three year evaluation
- Special evaluation

**IEP:** to review and update your child's present level of functioning, needs, goals and objectives, and to develop a plan to provide special education and related services.

- Initial IEP
- Annual Review
- Amendment to IEP dated: \_\_\_\_\_
- Other: \_\_\_\_\_

**Transition:** to consider post-secondary goals and transition services for your child. The student and any identified agencies will be invited (see attached) to any meeting if the purpose of the meeting is to consider transition services needs or needed transition services.

The following will be attending the meeting: **300.322(b)(1)(i) whom in attendance**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Student                                | <input checked="" type="checkbox"/> General Education Teacher |
| <input checked="" type="checkbox"/> Parent(s)/Guardian/ESP                 | <input checked="" type="checkbox"/> Special Education Teacher |
| <input checked="" type="checkbox"/> Special Education Director or Designee | <input type="checkbox"/> _____                                |
| <input type="checkbox"/> _____   | <input type="checkbox"/> _____                                |
| <input type="checkbox"/> _____   | <input type="checkbox"/> _____                                |
| <input type="checkbox"/> _____   | <input type="checkbox"/> _____                                |
| <input type="checkbox"/> _____   | <input type="checkbox"/> _____                                |

As an integral part of the IEP team, we look forward to your attendance and participation in this meeting. You may invite other people that you believe will be helpful to you. If the scheduled time and place is not convenient, please contact me immediately so that we can arrange a mutually agreeable time and location for the meeting.

<u>Great Teacher</u>	<u>Special Education teacher</u>	<u>303.555.1234</u>
<i>Name</i>	<i>Title</i>	<i>Phone Number</i>

Ellen Brown  
Legal Name of Student

21212121  
State Student ID (SASID)

3/11/92  
Date of Birth

11/1/09  
Date

## INDIVIDUALIZED EDUCATION PROGRAM

### SECTION 6: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE INCLUDING INPUT FROM PARENT & STUDENT

#### Student Strengths, Preferences, Interests

What are the student's educational/developmental strengths, interest areas, significant personal attributes and personal accomplishments? Be sure to include specific feedback from the student.

300.324(a)(i) strengths of the child

300.321(b)(2) preferences and interests 300.43(a)(2)

Ellen enjoys school and has a very positive attitude towards learning. She is a concrete thinker and is confident in her abilities. She is very self-motivated and has good classroom participation. Ellen loves to be on the computer and feels that math is her best academic are. She is interested in dance and fitness and she has a number of friends at school.

#### Present Levels of Educational Performance Summary

Include results of initial or most recent evaluation

300.324(a)(iii) Results of initial or most recent evaluation

Ellen initiates conversations with familiar faces, she transitions to and from class independently, she is beginning to follow 2 step directions in class and completes her homework. Ellen completes modified assignments in her classes and she participates well when working on pre-vocational tasks. She has participated in some in school work study programs and has helped work with the school-wide recycling program

#### Describe the age appropriate transition assessment process used to develop the post-school goals 300.320(b)(1)

This section to be completed for the first IEP to be in effect when the student is transition age, or earlier if deemed appropriate by the IEP team

According to Ellen's interest inventories, she would like to be a dancer. Ellen also completed a skills inventory which showed that she has strong skills in helping people or animals. In an interview with her and her mother, they both indicated that Ellen might enjoy working in a nursing or retirement home and that dancing could be pursued as a hobby rather than career. Based on Ellen's situational work assessments, it was also determined that Ellen would be successful in helping the environment through clean-up programs of horticulture.

#### Student Needs and Impact of Disability

How does the student's disability affect his/her involvement and progress in the general curriculum and participation in appropriate activities?

300.324(a)(ii) concerns of parent

300.324(a)(iv) academic, developmental, and functional needs (access skills)

300.320(a)(1) How the child's disability affects the child's involvement and progress—in the general curriculum and participation in appropriate activities

Ellen's disability affects her cognitive, communication, and adaptive skills. She learns at a slower rate and requires curriculum modifications and accommodations. Ellen needs a modified curriculum, with emphasis on functional tasks. She needs to improve her ability to follow 2 steps directions, to increase time on task as task becomes more difficult, and independently advocate for herself.

Ellen Brown	21212121	3/11/92	11/1/09
Legal Name of Student	State Student ID (SASID)	Date of Birth	Date

**Measurable Post-School Goals**  
This section to be completed for the first IEP to be in effect when the student is transition age, or earlier if deemed appropriate by the IEP team  
What are the student's preferences, interests and desired outcomes in future post-secondary education, employment and independent living? Be sure to include feedback from the student  
**300.321(b) 300.43(a)(2)(i)-(v) extrapolated**

**Post-School Education/Training Goal:**  
**300.320(b)(1)**  
Ellen will take horticultural classes with support from her transition program

**Employment Goal:**  
**300.320(b)(1)**  
Ellen will participate in on the job training during her transition program

**Independent Living Skills Goal (when appropriate):**  
**300.320(b)(1)**  
Ellen will live in an assisted living community.  
Ellen will independently access the community by riding her bike or taking the city bus.



Ellen Brown Legal Name of Student	21212121 State Student ID (SASID)	3/11/92 Date of Birth	11/1/09 Date
--------------------------------------	--------------------------------------	--------------------------	-----------------

<p><b>SECTION 8: POST-SCHOOL CONSIDERATIONS</b> This section to be completed for the IEP to be in effect when the child is 15, but not later than the end of 9th grade 300.320(b)</p>
<p>Projected date of graduation/program completion: <u>May 29, 2010</u> 300.102(a)(3)(i)-(iii) limitation to FAPE          Projected type of completion document <u>diploma</u></p>
<p><b>Post-School Education/Training Goal</b> (from Section 6: Measurable Post-School Goals): 300.320(b)(1)          Ellen will take horticultural classes with support from her transition program  <b>Planned Course of Study:</b> 300.320(b)(2)          Ellen will take specifically designed courses that improve her independence, work on community access and functional living skills, and prepare to take horticulture classes at a vocational school.  <b>Transition Services and Activities:</b> 300.320(b)(2)          The special education teacher will support Ellen to improve her functional math, reading and writing skills.  <b>Agency/community supports that may provide transition services in the coming school year:</b> 300.321(b)(3) participants in meeting Not Applicable</p>
<p><b>Career Employment Goal</b> (from Section 6: Measurable Post-School Goals)300.320(b)(1)          Ellen will participate in on the job training during her transition program  <b>Planned Course of Study:</b> 300.320(b)(2)          Ellen will take specifically designed courses that improve her independence, work on community access and functional living skills, and prepare to take horticulture classes at a vocational school.  <b>Transition Services and Activities:</b> 300.320(b)(2)          The transition program will provide career assessment, job shadowing, resume skill building and functional daily living skills  <b>Agency that may provide transition services in the coming school year:</b> 300.321(b)(3) participants in meeting Not Applicable</p>
<p><b>Independent Living Skills Goal (when appropriate)</b> (from Section 6: Measurable Post-School Goals): 300.320(b)(1)          Ellen will live in an assisted living community.          Ellen will independently access the community by riding her bike or taking the city bus.  <b>Planned Course of Study:</b> 300.320(b)(2)          Ellen will take specifically designed courses that improve her independence, work on community access and functional living skills, and prepare to take horticulture classes at a vocational school.  <b>Transition Services and Activities:</b> 300.320(b)(2)          The special education teacher and transition program will provide instruction in life skills and independent living  <b>Agency that may provide transition services in the coming school year:</b> 300.321(b)(3) participants in meeting          N/A</p>

Ellen Brown Legal Name of Student	21212121 State Student ID (SASID)	3/11/92 Date of Birth	11/1/09 Date
--------------------------------------	--------------------------------------	--------------------------	-----------------

If the student will turn 20 during the course of this IEP period, student and parent(s) have been informed of the transfer of rights at the age of majority (21).  
 Yes  No  N/A 300.320(c) *Transfer of rights at age of majority.*

NOTE: Graduation will permanently end entitlement to a free and appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act 2004 and the Colorado Rules for the Administration of the Exceptional Children's Educational Act. Therefore, after graduation this student will no longer be entitled to receive special education and related services from a school district or other local education agency.

**SECTION 9: ANNUAL GOALS AND/OR OBJECTIVES 300.320(a)(2)(i)**

For Students who are transition age, indicate what post-school area this will support:  Education/Training  Employment  Independent Living

Area of Need: Language Arts

<p><b>Measurable Goal: 300.320(a)(2)(i)</b> In order to communicate effectively in the workplace, Ellen will improve pragmatic language skills as demonstrated by improvement on the following objectives 80% of the time</p> <p><b>Objective (if needed):</b>          Ellen will ask for directions to repeated or clarified during class activities when instruction is not understood.          Ellen will demonstrate understanding of when and where to appropriately share personal information that needs to stay private for her own personal safety (e.g. passwords, codes, etc)          Ellen will initiate conversations appropriately with peers and staff          Ellen will independently making choices or decision with one prompt</p>	<p><b>Unit of Measurement:</b>  <b>300.320(a)(3)(i)</b>          Observation and data collection</p>
---	--

<p><b>Related Standard/Expanded Benchmark/Access Skill:</b> Access Skill</p>	<p><b>Baseline Data Point:</b> Ellen will ask for help 25% of the time without prompts, Ellen keeps information private after 1-2 prompts, Ellen will initiate conversations in an appropriate way 50% of the time and Ellen will independently make choices after multiple prompting</p>
--	---

**Evaluation Method:**  Monitor and Chart Progress  Focused Assessments  Portfolio Collection  Other: 300.320(a)(3)(i)

**Progress Report** (Describe how parents will be informed of the student's progress toward goals and how frequently this will occur) 300.320(a)(3)(iii)  
 QUARTERLY PROGRESS REPORTS  
 GRADE REPORTS,  
 ANNUAL IEP

Reporting Date: ___/___/___	Reporting Date: ___/___/___	Reporting Date: ___/___/___	Reporting Date: ___/___/___
Progress: ____	Progress: ____	Progress: ____	Progress: ____
Supporting Data Point:	Supporting Data Point:	Supporting Data Point:	Supporting Data Point:

<u>Laura Joseph</u>	<u>6/18/92</u>	<u>12121212</u>	<u>12/10/09</u>
Legal Name of Student	DOB	State Student ID (SASID)	Date

**NOTICE OF MEETING**

Dear Laura and Mr. and Mrs. Joseph

In order to discuss the educational needs of your child, you are invited to attend a conference scheduled for 12/10/09  
*Month, date, year, time*  
 at CDE Room 1175. *300.322(b)(1)(i) purpose, time, location*  
*Building, address, and room*

The purpose of this meeting:

- Eligibility for special education:** to discuss appropriate evaluation data to determine whether your child is eligible for special education services. If eligible, an individualized education program (IEP) will be developed.
  - Initial
  - Three year evaluation
  - Special evaluation

- IEP:** to review and update your child's present level of functioning, needs, goals and objectives, and to develop a plan to provide special education and related services.

- Initial IEP
- Annual Review
- Amendment to IEP dated: \_\_\_\_\_
- Other: \_\_\_\_\_

- Transition:** to consider post-secondary goals and transition services for your child. The student and any identified agencies will be invited (see attached) to any meeting if the purpose of the meeting is to consider transition services needs or needed transition services.

The following will be attending the meeting: *300.322(b)(1)(i) whom in attendance*

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Student                                | <input checked="" type="checkbox"/> General Education Teacher |
| <input checked="" type="checkbox"/> Parent(s)/Guardian/ESP                 | <input checked="" type="checkbox"/> Special Education Teacher |
| <input checked="" type="checkbox"/> Special Education Director or Designee | <input type="checkbox"/> _____                                |
| <input type="checkbox"/> _____   | <input type="checkbox"/> _____                                |
| <input type="checkbox"/> _____   | <input type="checkbox"/> _____                                |
| <input type="checkbox"/> _____   | <input type="checkbox"/> _____                                |
| <input type="checkbox"/> _____   | <input type="checkbox"/> _____                                |

As an integral part of the IEP team, we look forward to your attendance and participation in this meeting. You may invite other people that you believe will be helpful to you. If the scheduled time and place is not convenient, please contact me immediately so that we can arrange a mutually agreeable time and location for the meeting.

<u>Great Teacher</u>	<u>Special Education teacher</u>	<u>303.555.1234</u>
<i>Name</i>	<i>Title</i>	<i>Phone Number</i>

Laura Joseph  
Legal Name of Student

12121212  
State Student ID (SASID)

6/18/92  
Date of Birth

12/10/09  
Date

## INDIVIDUALIZED EDUCATION PROGRAM

### SECTION 6: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE INCLUDING INPUT FROM PARENT & STUDENT

#### Student Strengths, Preferences, Interests

What are the student's educational/developmental strengths, interest areas, significant personal attributes and personal accomplishments? Be sure to include specific feedback from the student.

300.324(a)(i) strengths of the child

300.321(b)(2) preferences and interests 300.43(a)(2)

Laura is interested in cosmetology and wants to participate in a vocational program. She will take a transition class in her senior year and do additional job shadowing or actual on the job training. Laura will use work and community settings to maintain or increase functional academic skills. Assignments are not always completed by deadlines, but when completed reflect good effort. Laura has more success in the special education setting where she is allowed to receive and present information orally.

#### Present Levels of Educational Performance Summary

Include results of initial or most recent evaluation

300.324(a)(iii) Results of initial or most recent evaluation

Review of records and transcripts indicate Laura scored in the proficient range on her 10<sup>th</sup> grade CSAP in math and partially proficient in reading and writing. Laura passed Algebra 1 with semester grades of a C and a B and geometry with semester grades of an A and a B. Laura scored in the 54<sup>th</sup> percentile in passage comprehension and in the 69<sup>th</sup> percentile on reading vocabulary during her last Woodcock Johnson assessment which took place on 10/05/08. Laura scored in the partially proficient range in sentence conventions and fluency using a 6 Trait Writing Rubric on 9/20/09. When given a curriculum based writing prompt and a one minute "think" time, she was able to write 20 words and 8 words in correct word sequence in three minutes.

#### Describe the age appropriate transition assessment process used to develop the post-school goals 300.320(b)(1)

This section to be completed for the first IEP to be in effect when the student is transition age, or earlier if deemed appropriate by the IEP team

Laura has taken and completed Critical Career Skills, where she completed interest surveys, aptitude tests and various questionnaires assessing her post-secondary interests and strength. She has developed a portfolio that will assist her in the future.

#### Student Needs and Impact of Disability

How does the student's disability affect his/her involvement and progress in the general curriculum and participation in appropriate activities?

300.324(a)(ii) concerns of parent

300.324(a)(iv) academic, developmental, and functional needs (access skills)

300.320(a)(1) How the child's disability affects the child's involvement and progress—in the general curriculum and participation in appropriate activities

Reading and specifically writing continue to be a struggle for Laura. If she attends a community college in her future, she needs to be enrolled in basic composition or introduction to writing class. She does not always advocate for herself and is not good about speaking up when there are problems or concerns.

<u>Laura Joseph</u> Legal Name of Student	<u>12121212</u> State Student ID (SASID)	<u>6/18/92</u> Date of Birth	<u>12/10/09</u> Date
--	---	---------------------------------	-------------------------

### Measurable Post-School Goals

This section to be completed for the first IEP to be in effect when the student is transition age, or earlier if deemed appropriate by the IEP team

What are the student's preferences, interests and desired outcomes in future post-secondary education, employment and independent living? Be sure to include feedback from the student

300.321(b) 300.43(a)(2)(i)-(v) extrapolated

#### Post-School Education/Training Goal:

300.320(b)(1)

Laura will enter a training program in cosmetology, after high school

#### Employment Goal:

300.320(b)(1)

Laura will work in the field of cosmetology

#### Independent Living Skills Goal (when appropriate):

300.320(b)(1)

Not applicable.

Laura Joseph Legal Name of Student	12121212 State Student ID (SASID)	6/18/92 Date of Birth	12/10/09 Date
---------------------------------------	--------------------------------------	--------------------------	------------------

<p><b>SECTION 8: POST-SCHOOL CONSIDERATIONS</b> This section to be completed for the IEP to be in effect when the child is 15, but not later than the end of 9th grade 300.320(b)</p>
<p>Projected date of graduation/program completion: <u>May 29, 2010</u> 300.102(a)(3)(i)-(iii) limitation to FAPE          Projected type of completion document <u>diploma</u></p>
<p><b>Post-School Education/Training Goal</b> (from Section 6: Measurable Post-School Goals): 300.320(b)(1)          Laura will enter a training program in cosmetology after high school.  <b>Planned Course of Study:</b> 300.320(b)(2)          Laura will participate in American government, English 12 basic, Foundations of Art, Algebra 2, Transition, and academic support lab for English 12 basic.  <b>Transition Services and Activities:</b> 300.320(b)(2)          Case manger will provide Laura with services in written language and reading improvement, so that she can enter the training program in cosmetology.  <b>Agency/community supports that may provide transition services in the coming school year:</b> 300.321(b)(3) participants in meeting Not Applicable</p>
<p><b>Career Employment Goal</b> (from Section 6: Measurable Post-School Goals)300.320(b)(1)          Laura will work in the field of cosmetology after high school  <b>Planned Course of Study:</b> 300.320(b)(2)          Laura will participate in American government, English 12 basic, Foundations of Art, Algebra 2, Transition, and academic support lab for English 12 basic.  <b>Transition Services and Activities:</b> 300.320(b)(2)          The transition coordinator of her school will instruct Laura in her career skills class to assist her developing a plan for her future. Her case manger will write letters of recommendation for the cosmetology school.  <b>Agency that may provide transition services in the coming school year:</b> 300.321(b)(3) participants in meeting Not Applicable</p>
<p><b>Independent Living Skills Goal (when appropriate)</b> (from Section 6: Measurable Post-School Goals): 300.320(b)(1)          Not applicable.  <b>Planned Course of Study:</b> 300.320(b)(2)  <b>Transition Services and Activities:</b> 300.320(b)(2)  <b>Agency that may provide transition services in the coming school year:</b> 300.321(b)(3) participants in meeting</p>

Laura Joseph Legal Name of Student	12121212 State Student ID (SASID)	6/18/92 Date of Birth	12/10/09 Date
---------------------------------------	--------------------------------------	--------------------------	------------------

If the student will turn 20 during the course of this IEP period, student and parent(s) have been informed of the transfer of rights at the age of majority (21).  
 Yes    No    N/A   300.320(c) *Transfer of rights at age of majority.*

NOTE: Graduation will permanently end entitlement to a free and appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act 2004 and the Colorado Rules for the Administration of the Exceptional Children's Educational Act. Therefore, after graduation this student will no longer be entitled to receive special education and related services from a school district or other local education agency.

**SECTION 9: ANNUAL GOALS AND/OR OBJECTIVES 300.320(a)(2)(i)**

For Students who are transition age, indicate what post-school area this will support:    Education/Training    Employment    Independent Living

Area of Need: Organizational skills

Measurable Goal: 300.320(a)(2)(i) In order to be successful in cosmetology school , Laura will write her assignment with 100% accuracy  Objective (if needed):	Unit of Measurement: 300.320(a)(3)(i) 6 trait rubric
--	--

Related Standard/Expanded Benchmark/Access Skill: Access Skill	Baseline Data Point: Laura gives her assignment verbally 80% of the time and writes her assignments 20% of the time
--	---

Evaluation Method:    Monitor and Chart Progress    Focused Assessments    Portfolio Collection    Other: 300.320(a)(3)(i)

Progress Report (Describe how parents will be informed of the student's progress toward goals and how frequently this will occur)   300.320(a)(3)(iii)  
 QUARTERLY PROGRESS REPORTS  
 GRADE REPORTS,  
 ANNUAL IEP

Reporting Date: ___/___/___ Progress: ___ Supporting Data Point:	Reporting Date: ___/___/___ Progress: ___ Supporting Data Point:	Reporting Date: ___/___/___ Progress: ___ Supporting Data Point:	Reporting Date: ___/___/___ Progress: ___ Supporting Data Point:
--	--	--	--

--

<u>Lucas Reynolds</u>	<u>2/6/92</u>	<u>55555555</u>	<u>11/21/09</u>
Legal Name of Student	DOB	State Student ID (SASID)	Date

**NOTICE OF MEETING**

Dear Mr. and Mrs. Reynolds

In order to discuss the educational needs of your child, you are invited to attend a conference scheduled for 11/21/09  
*Month, date, year, time*  
 at CDE Room 1175. *300.322(b)(1)(i) purpose, time, location*  
*Building, address, and room*

The purpose of this meeting:

- Eligibility for special education:** to discuss appropriate evaluation data to determine whether your child is eligible for special education services. If eligible, an individualized education program (IEP) will be developed.
  - Initial
  - Three year evaluation
  - Special evaluation

- IEP:** to review and update your child's present level of functioning, needs, goals and objectives, and to develop a plan to provide special education and related services.

- Initial IEP
- Annual Review
- Amendment to IEP dated: \_\_\_\_\_
- Other: \_\_\_\_\_

- Transition:** to consider post-secondary goals and transition services for your child. The student and any identified agencies will be invited (see attached) to any meeting if the purpose of the meeting is to consider transition services needs or needed transition services.

The following will be attending the meeting: *300.322(b)(1)(i) whom in attendance*

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Student                                | <input checked="" type="checkbox"/> General Education Teacher |
| <input checked="" type="checkbox"/> Parent(s)/Guardian/ESP                 | <input checked="" type="checkbox"/> Special Education Teacher |
| <input checked="" type="checkbox"/> Special Education Director or Designee | <input type="checkbox"/> _____                                |
| <input type="checkbox"/> _____   | <input type="checkbox"/> _____                                |
| <input type="checkbox"/> _____   | <input type="checkbox"/> _____                                |
| <input type="checkbox"/> _____   | <input type="checkbox"/> _____                                |
| <input type="checkbox"/> _____   | <input type="checkbox"/> _____                                |

As an integral part of the IEP team, we look forward to your attendance and participation in this meeting. You may invite other people that you believe will be helpful to you. If the scheduled time and place is not convenient, please contact me immediately so that we can arrange a mutually agreeable time and location for the meeting.

<u>Great Teacher</u>	<u>Special Education teacher</u>	<u>303.555.1234</u>
<i>Name</i>	<i>Title</i>	<i>Phone Number</i>



Lucas Reynolds  
Legal Name of Student

55555555  
State Student ID (SASID)

2/6/92  
Date of Birth

11/21/09  
Date

## INDIVIDUALIZED EDUCATION PROGRAM

### SECTION 6: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE INCLUDING INPUT FROM PARENT & STUDENT

#### Student Strengths, Preferences, Interests

What are the student's educational/developmental strengths, interest areas, significant personal attributes and personal accomplishments? Be sure to include specific feedback from the student.

300.324(a)(i) strengths of the child

300.321(b)(2) preferences and interests 300.43(a)(2)

Lucas is personable young man who takes an active interest in his academic progress. He has become more mature during his time at his current alternative placement. Lucas likes physical activities and playing sports with his peers. He has learned to seek guidance from staff when he encounters problems he has difficulty solving on his own, and he uses the advice as an alternative to becoming frustrated and giving up as he often did in the past.

#### Present Levels of Educational Performance Summary

Include results of initial or most recent evaluation

300.324(a)(iii) Results of initial or most recent evaluation

Lucas's test scores show a strength in reading, where he has improved his proficiency by the equivalent of three grade levels in a little over a year and a half. He is currently reading at about the 8<sup>th</sup> grade level. His math is about a 6<sup>th</sup> grade level and his writing is at a 5<sup>th</sup> grade level. Although his reading level went up, both his math and writing level went down, which the evaluator said is due to variables, like his cooperation during testing and his mood and affect. This determination was based on him demonstrating higher skills in both math and writing during informal classroom assessment. Lucas can complete grade level work when he is motivated and on task; however, his performance in class is highly dependent on his moods swings. Lucas often fails to complete assignments and will "shut down" when given feedback that he does not agree with. It has proven useful in the past for his teachers to use a multisensory approach in their instruction. And give Lucas alternative methods for demonstrating mastery of a subject (e.g. drawing picture, giving presentations, developing a portfolio, etc).

#### Describe the age appropriate transition assessment process used to develop the post-school goals 300.320(b)(1)

This section to be completed for the first IEP to be in effect when the student is transition age, or earlier if deemed appropriate by the IEP team

Student interest inventories, transition questionnaire, informal student interviews, information gathered from attendance reports.

#### Student Needs and Impact of Disability

How does the student's disability affect his/her involvement and progress in the general curriculum and participation in appropriate activities?

300.324(a)(ii) concerns of parent

300.324(a)(iv) academic, developmental, and functional needs (access skills)

300.320(a)(1) How the child's disability affects the child's involvement and progress—in the general curriculum and participation in appropriate activities

Lucas's mood swings and frustration often affect his academic performance. A lot of times this will lead him to distract others in the classroom and keep them from finishing their own work. At other times he will withdraw and not participate in classroom activities. Lucas often argues with staff when confronted on his behaviors, showing disrespect and a lack of patience with others' needs. A review of records shows that Lucas had a diagnosis of ADHD and a conduct disorder in the past and that he has received 30 incident reports for fighting, gang related issues, and threatening behaviors

<u>Lucas Reynolds</u> Legal Name of Student	<u>55555555</u> State Student ID (SASID)	<u>2/6/92</u> Date of Birth	<u>11/21/09</u> Date
--	---	--------------------------------	-------------------------

**Measurable Post-School Goals**  
This section to be completed for the first IEP to be in effect when the student is transition age, or earlier if deemed appropriate by the IEP team  
What are the student's preferences, interests and desired outcomes in future post-secondary education, employment and independent living? Be sure to include feedback from the student  
*300.321(b) 300.43(a)(2)(i)-(v) extrapolated*

**Post-School Education/Training Goal:**  
*300.320(b)(1)*  
Upon graduation, Lucas will enroll in vocational classes to become a dental hygienist

**Employment Goal:**  
*300.320(b)(1)*  
Lucas will be a dental hygienist

**Independent Living Skills Goal (when appropriate):**  
*300.320(b)(1)*  
N/A

<u>Lucas Reynolds</u> Legal Name of Student	<u>55555555</u> State Student ID (SASID)	<u>2/6/92</u> Date of Birth	<u>11/21/09</u> Date
--	---	--------------------------------	-------------------------

<p><b>SECTION 8: POST-SCHOOL CONSIDERATIONS</b> This section to be completed for the IEP to be in effect when the child is 15, but not later than the end of 9th grade 300.320(b)</p>
<p>Projected date of graduation/program completion: <u>May 29, 2010</u> <b>300.102(a)(3)(i)-(iii) limitation to FAPE</b>          Projected type of completion document <u>diploma</u></p>
<p><b>Post-School Education/Training Goal</b> (from Section 6: Measurable Post-School Goals): <b>300.320(b)(1)</b>           Lucas will attend a dental hygienist program   <b>Planned Course of Study: 300.320(b)(2)</b>          Lucas will complete the following requirements: Speech 5, English 12.5, U.S. History 5, Math 5, and Science 5. Lucas will also take additional elective courses in Biology in order to prepare him in his area of interest after high school (dental hygienist)   <b>Transition Services and Activities: 300.320(b)(2)</b>          The special education teacher will support Lucas with the goal of completion of his graduation requirements and his completion on his science coursework. The special education teacher will also provide opportunities for Lucas to explore vocational schools that offer training in dental hygiene and find out the application process needed to enroll in these programs.   <b>Agency/community supports that may provide transition services in the coming school year: 300.321(b)(3) participants in meeting</b> Not Applicable</p>
<p><b>Career Employment Goal</b> (from Section 6: Measurable Post-School Goals)<b>300.320(b)(1)</b>           Lucas will be a dental hygienist   <b>Planned Course of Study: 300.320(b)(2)</b>          Lucas will complete the following requirements: Speech 5, English 12.5, U.S. History 5, Math 5, and Science 5. Lucas will also take additional elective courses in Biology in order to prepare him in his area of interest after high school (dental hygienist)   <b>Transition Services and Activities: 300.320(b)(2)</b>          The special education teacher will support Lucas with the goal of completion of his graduation requirements and his completion on his science coursework. The special education teacher will provide Lucas with opportunities to research dental hygiene as a career choice, including prerequisites for obtaining employment in that field, which schools offer dental hygienist training and what they cost.   <b>Agency that may provide transition services in the coming school year: 300.321(b)(3) participants in meeting</b> Not Applicable</p>

Lucas Reynolds Legal Name of Student	55555555 State Student ID (SASID)	2/6/92 Date of Birth	11/21/09 Date
---	--------------------------------------	-------------------------	------------------

**Independent Living Skills Goal (when appropriate)** (from Section 6: Measurable Post-School Goals): 300.320(b)(1)  
N/A

**Planned Course of Study:** 300.320(b)(2)  
N/A

**Transition Services and Activities:** 300.320(b)(2)  
N/A

**Agency that may provide transition services in the coming school year:** 300.321(b)(3) participants in meeting  
N/A

If the student will turn 20 during the course of this IEP period, student and parent(s) have been informed of the transfer of rights at the age of majority (21).  
 Yes    No    N/A   300.320(c) *Transfer of rights at age of majority.*

NOTE: Graduation will permanently end entitlement to a free and appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act 2004 and the Colorado Rules for the Administration of the Exceptional Children's Educational Act. Therefore, after graduation this student will no longer be entitled to receive special education and related services from a school district or other local education agency.

**SECTION 9: ANNUAL GOALS AND/OR OBJECTIVES** 300.320(a)(2)(i)

**For Students who are transition age, indicate what post-school area this will support:**  Education/Training    Employment    Independent Living

**Area of Need:** Access

<p><b>Measurable Goal:</b> 300.320(a)(2)(i) In order to be successful in employment, Lucas will use appropriate language in school and comply with teacher requests within 30 seconds</p> <p><b>Objective (if needed):</b> When Lucas gets upset, he will ignore and walk away from the situation 100% of the time Lucas will not engage in any fighting in school Lucas will use appropriate language in school with 95% accuracy</p>	<p><b>Unit of Measurement:</b> 300.320(a)(3)(i) Observation and data collection</p>
<p><b>Related Standard/Expanded Benchmark/Access Skill:</b> Access Skill</p>	<p><b>Baseline Data Point:</b> Lucas walks away from frustrating situations with 50% accuracy, Lucas has received citations for 9 fights in school, Lucas uses appropriate language with 70% accuracy</p>

**Evaluation Method:**  Monitor and Chart Progress    Focused Assessments    Portfolio Collection    Other: 300.320(a)(3)(i)

**For Students who are transition age, indicate what post-school area this will support:**  Education/Training    Employment    Independent Living

**Area of Need:** Language arts

<u>Lucas Reynolds</u> Legal Name of Student	<u>55555555</u> State Student ID (SASID)	<u>2/6/92</u> Date of Birth	<u>11/21/09</u> Date
--	---	--------------------------------	-------------------------

<b>Measurable Goal:</b> 300.320(a)(2)(i) Lucas will increase his academic achievement to the 9 <sup>th</sup> grade level  <b>Objective (if needed):</b> Lucas will turn assignments when they are due with 90% accuracy Lucas will attend class with 95% accuracy	<b>Unit of Measurement:</b> 300.320(a)(3)(i) Observation and data collection and attendance reports
<b>Related Standard/Expanded Benchmark/Access Skill:</b> Access Skill	<b>Baseline Data Point:</b> Lucas turns in assignments on time with 20% accuracy Lucas currently attend approximately 4 out of 5 school days

**Evaluation Method:**  Monitor and Chart Progress     Focused Assessments     Portfolio Collection     Other: attendance reports 300.320(a)(3)(i)

**Progress Report** (Describe how parents will be informed of the student's progress toward goals and how frequently this will occur) 300.320(a)(3)(iii)  
 QUARTERLY PROGRESS REPORTS  
 GRADE REPORTS,  
 ANNUAL IEP

Reporting Date: __/__/__	Reporting Date: __/__/__	Reporting Date: __/__/__	Reporting Date: __/__/__
Progress: ____ Supporting Data Point:	Progress: ____ Supporting Data Point:	Progress: ____ Supporting Data Point:	Progress: ____ Supporting Data Point:

--

## IEP Quick Cheat Sheet

IEP	Compliant or Non Compliant	Rationale/Training Points
Sample #1	Compliant	
Sample #2	Compliant	
Sample #3	Non-Compliant	<p># 1 MPSG is a no. The PSG must focus on what the student will do <u>after</u> exiting the public school system. A Transition Program 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. For those students, the PSG must address what will occur <u>after</u> the student completes that program.</p> <p>#2 is a no. If #1 is a no, #2 is a no</p>
Sample #4	Non-Compliant	<p># 5 is a yes. A course of study may be for only one year if the student is a graduating senior or is aging out of the program.</p> <p>#6 is a no. It is not enough to simply <u>state</u> that a linkage exists (e.g. "In order to be successful in cosmetology school, the student will write her assignments with 100% accuracy.") The linkage must be direct and specific (e.g. "In order to be a cosmetologist, the student must be able to understand written paragraphs in work related documents.")</p>
Sample #5	Non-Compliant	<p># 7 is a no. The student was not invited to the IEP meeting and even though every other part of the IEP is well written, it is non-compliant.</p>