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**NOTE:** *Following a student's initial secondary transition evaluation, be it in 7<sup>th</sup>, 8<sup>th</sup>, or 9<sup>th</sup> grade, transition is a required topic of conversation at every subsequent IEP meeting. The following items **must** be added to the IEP agenda. They are to be explained, created, edited, updated, or revised annually.*

- 1) Present Level statement for the 5 transition areas
- 2) Post-Secondary Measureable Goals
- 3) Transition needs.
- 4) Annual Instructional Transition goals.
- 5) Course of Study
- 6) Age of Majority
- 7) Proposed date of graduation
- 8) Transition Services

*Keep in mind that beginning in grade 9, the student **must** be invited to the IEP meeting. It is our recommendation that each year, the student take an increasingly active role in the IEP meeting.*

### **Topic Explanation:**

- 1) Present Level of Performance (PLEP)
  - A present level statement must be included for the 5 Minnesota transition areas
  - PLEP statement should include how the disability impacts the transition area being addressed.
  - The 5 areas can be treated individually; within a single paragraph; or group by need or no need areas.
  - All IEPs must address academic needs as well as transitional needs.
  - At younger grades, the transition needs may be purely academic but typically, needs also include self-advocacy, understanding one's disability, and understanding the IEP process.
- 2) Post-Secondary Measureable Goals.
  - These are student and/or family statements about what the student plans to do following graduation from high school and should be verbalized at every meeting.
  - They guide the transition services and instruction the school provides.
  - They must be completed for *Education* and *Employment* and may be completed for *Independent Living* is appropriate.
  - They **must** contain the word "will" and **must** be reasonable based upon the evaluation results.
- 3) Transition needs
  - Based upon the evaluation results and the student's present level of performance, what skills or knowledge does the student need to acquire at this point in order to attain her/his Post-Secondary Measureable Goals

- 4) Annual Instructional Transition Goals
  - The IEP must contain at least one transition related goal.
  - The goal may be combined with an appropriate academic goal.
  - As with all goals, these annual goals must be measureable
- 5) Courses of Study
  - Identify what classes the student will most likely take between this annual and the next annual IEP meeting.
  - This requires 2 years of course listings.
  - Classes are determined by required courses, students' post-secondary ambitions, and course appropriateness.
  - The IEP supersedes district requirements for graduation.
  - The team determines courses that most appropriately allow the student to attain their Post-Secondary Measureable Goals.
- 6) Age of Majority (all special ed. rights transfer to the student at age 18)
  - Must be explained at the students IEP meeting prior to their 17<sup>th</sup> birthday.
  - It is recommended that it be introduced at every student's 10<sup>th</sup> grade IEP meeting and reviewed each year until the student turns 18 or graduates.
- 7) Proposed graduation date.
  - Because students on IEPs are eligible to receive high school education until age 21, the proposed date of graduation should be reviewed annually.
  - This allows the district to better plan for the student's instructional course.
- 8) Transition Services
  - These are activities or services provided to the student that outside of those provided by the general education curriculum.
  - They include the teacher's direct instruction (IEP goal areas).
  - They also include educational related services (speech, OT, etc) as well as agency services (Voc. Rehab. or CIL AccessNorth).
  - They include special events (Mentoring Day, College for a Day) in which the student will participate.
  - They include community experiences (Work Based Learning, volunteer activities, class outings).

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