



## Northern Lights Special Education Cooperative

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### Transition IEP Meeting Agenda

Introductions/Sign-in

Review Agenda

Present Levels of Performance:

- Strengths
- Needs
- Progress on goals
- Teacher Reports
- Parent Report
- Student Report

Transition Discussion (all 5 areas)

- Post Secondary Education
- Employment
- Independent Living
- Community Participation
- Recreation and Leisure

Measureable Postsecondary Goals (goals after high school)

Courses of Study (what regular and special education classes are we thinking for next year?)

Transition Services (discussion of agencies to consider)

Other required bits:

- Age of Majority
- Graduation Date
- Services
- Assistive Technology
- Special Transportation
- ESY

May 2016

**Introductions and Sign-In:**

**Review Agenda:**

**Present Levels of Performance:**

Strengths	Needs	Progress on IEP Goals	Progress in Gen Ed/Teacher input	Student Input	Parent Input
What skills/strengths does the student demonstrate when going about his/her day. (ex: good work ethic, kind to others, asks questions, etc).	What difficulties does the student demonstrate when going about his/her day. (ex: completing work, staying on task, etc).	What were last year's IEP goals and what was this student's progress?	What grades is this student getting in ALL of their classes? What do classroom teachers report about why the student is getting the grade they are getting?	How does the student think things are going. What do they think they do well; what do they think they need to improve?	How does the student's parent think things are going. What do they think they do well; what do they think they need to improve?

Goals/areas to work on identified in the discussion:

**Transition (during high school):** - incorporated into the PLEP (use evaluation data as well). Discussion of students academic, emotional, and/or behavioral skills and how that may or may not impact the 5 areas below for the student.

Employment	Post-Secondary Education	Independent Living	Community Participation	Recreation and Leisure
Is the student currently working? If not, should they be? Interests, technical, career classes?	Is the student taking the classes necessary to prepare of college? Study skills, organization, on-task, etc?	Can the student take care of themselves in the home (cooking, cleaning, hygiene, money skills, etc), making appointments?	Does the student know about community resources, transportation, etc?	What activities does this student like to do in their free time?

Goals/areas to work on identified in the discussion: Must be a goal related to the student's Postsecondary **and** Employment Measureable goals. Can be related to academics, behavioral, etc however. Category title of at least 2 annual goals must be "employment" and "postsecondary."

**Measureable Postsecondary Goals (goals after high school):**

Employment (competitive, supported, sheltered, unpaid, etc)	Post Secondary Education (4 year, 2 year, technical, military, trade apprenticeships, etc)	Independent living, Community Participation, Recreation/leisure
What kind of work would you like to do? What kind of training will you need for that work? What kind of environment would you enjoy working in? Will you need any supports on the job?	Are you interested in pursuing higher education? Have you investigated the types of options available that match your interests/needs/environment? What supports will you need to succeed in a postsecondary environment?	Where would you like to live? What kinds of skills will you need to make it happen? How will you take care of your health needs? How will you manage yourself financially?

**Courses of study** (directly relates to the student's measurable postsecondary goals). What classes (both reg ed and special ed) will the student take?

**Next Year:** Examples: required, elective, advanced, modified courses, specially designed. For moderate/severe students may include content areas ( mobility, self-advocacy, ind. Living, money management, personal relationships, etc).

**Following Year:** Examples: required, elective, advanced, modified courses, specially designed. For moderate/severe students may include content areas ( mobility, self-advocacy, ind. Living, money management, personal relationships, etc).

*\*Draw special education and related service times from this information*

**Transition services:** (This is a coordinated set of strategies/activities that incorporates the following; interagency linkages and responsibilities and identifies agencies/persons that will provide for services).

<b>Service</b>	<b>Activity</b>	<b>Agency Providing Service on IEP (including student)</b>
<b>Instruction</b>	What is it that the student needs to receive in specific areas to complete needed courses, succeed in the general education setting and gain needed skills post high school. This can include special education classes, general education classes, technical classes, work based learning, etc....	School, student, parents, related services, Vocational Rehabilitation Services, County Services (mental health, developmental disabilities), Social Security, Indp. Living, Workforce, etc.
<b>Community Experience</b>	Community-based work experiences and/or exploration, job site training, banking, shopping, transportation, counseling, and recreational activities.	School, student, parents, related services, Vocational Rehabilitation Services, County Services (mental health, developmental disabilities), Social Security, Indp. Living, Workforce, etc.
<b>Related Service</b>	What the student may need to benefit from special education while in school. Begin to consider related service needs they may have as they enter the adult world. If needed beyond high school, the IEP should identify, as appropriate, the adult agencies or providers needed before the student leave school.	School, student, parents, related services, Vocational Rehabilitation Services, County Services (mental health, developmental disabilities), Social Security, Indp. Living, Workforce, etc.
<b>Employment and other post-school adult living objectives</b>	Used to help the student achieve their desired post-secondary goals. These could be services leading to a job or career or those that support activities done occasionally, such as registering to vote, filing taxes, renting, accessing medical services, insurance or accessing adult services.	School, student, parents, related services, Vocational Rehabilitation Services, County Services (mental health, developmental disabilities), Social Security, Indp. Living, Workforce, etc.
<b>Acquisition of daily living skills and functional vocational evaluation</b>	Activities that adults do every day, such as; preparing meals, budgeting, maintaining a home, paying bills, laundry, grooming, etc, job or career interests, aptitudes and skills.	School, student, parents, related services, Vocational Rehabilitation Services, County Services (mental health, developmental disabilities), Social Security, Indp. Living, Workforce, etc.

**Other Bits to Remember:**

<b>Age of Majority Transfer of Rights</b>	<b>Anticipated Graduation Date</b>	<b>Services and para support?</b>	<b>Assistive Technology? Special Transportation?</b>	<b>ESY?</b>
Parental rights transfer when the student turns 18. Discussion of guardianship or conservatorship.	Discuss route for graduation and timeline. Goal based or credit based? Modified, etc?	How many sped classes and will there be para support	Any AT needs? Will the student need special transportation?	Does ESY need to be considered for this student? Would they be eligible?

**Accommodations/Modifications/MCA discussion:** *(Be conscientious of what will be provided at a postsecondary level)*

Testing accommodations? Extended time, tests read aloud, separate setting, questions rephrased/repeated, choices reduces, modified tests  
 Classroom accommodations? Preferential seating, reduced assignments, modified assignments, assignments broken down, extra time  
 Behavior accommodations? Behavior plan or charts, positive behavior supports, altered behavior expectations, frequent breaks  
 Other: Visual schedules, organizational supports