

## ***IEP Form, Part VI Transition***

- 1. Do we complete Part VI for students who do not meet the criteria stated at the top of the page?**

Part VI must be completed for students who will be age 16 or older during the span of the IEP. It may be completed for younger students at the discretion of the IEP Team. For example, it is appropriate to document Policy 2510 requirements beginning at grade 8 (diploma, educational pathway, career cluster, review of the ACT EXPLORE) on this page prior to age 16.

- 2. What are our options for obtaining parent initials on the age of majority section on Part VI as well as Part IV consent for outside agency? Does prior written notice suffice if the parent defers attendance at the meeting?**

Prior written notice does not suffice. IDEA regulations at 34 C.F.R. §300.320(c) require beginning not later than one year before the student reaches the age of majority under state law, the IEP must include a statement that the student has been informed of rights under IDEA, Part B **that will transfer** on reaching the age of majority. Although it is important for the parent to receive this information, the requirement is to inform the student. The age of majority in West Virginia is 18. Rights will transfer unless a court has appointed a legal guardian to represent the student's educational interests. Policy 2419 states this will be discussed at the IEP team meeting no later than the student's 17<sup>th</sup> birthday. If the student does not attend the IEP meeting, this information must be provided to the student by other means and documented.

Additionally, 34 C.F.R. §300.520 and Policy 2419 require the parent and student will be informed **when rights have transferred**.

- 3. So a student can be on modified diploma but take the WESTEST?**

Yes.

- 4. Does modified diploma automatically mean APTA?**

No.

- 5. Does APTA automatically assume modified diploma?**

Yes, if the student is age fourteen or older, modified diploma is a participation criterion for APTA. If the student's instruction is based on the Alternate Academic Achievement Standards and being assessed using the APTA, that student would not be taking the courses needed to complete credits for graduation with a standard diploma.

- 6. How does an individual address the transition page if the child is age 3-15? Can teachers mark DNA across this page? Can this page simply be left out of the IEP?**

The IEP team is **not required** to address transition before age 16 (prior to the IEP that will be in effect at age 16). The page may be omitted if the student is not of transition age and transition issues are not being addressed. For some students the IEP team may want to address transition issues at an earlier age. It is appropriate to document Policy

2510 requirements beginning at grade 8 (diploma, educational pathway, career cluster, review of the ACT EXPLORE) on this page prior to age 16.

**7. Some are of the opinion transition should begin at a much younger age than 16. How should transition be addressed?**

Transition may be addressed earlier than age 16 (as the form notes, earlier if appropriate). Best practice would be to begin at a younger age. The law requires transition be addressed no later than the IEP in effect when the student is 16 years old. However, Policy 2510 requires some decisions that impact transition planning (diploma, educational pathway, career cluster, review of the ACT EXPLORE) to occur at grade 8.

**8. Referring to Part IV Planning Considerations, can you suggest a parent or student survey form that counties may be using?**

Methods for collecting student interests and preferences include interview, observation, student ratings, simulated and situational assessments, work samples and internet inventories. County special education directors have been provided the book from ProEd, *Informal Assessments for Transition Planning* to assist with identifying transition needs. The book provides actual assessments (permission to copy) that might be helpful in this process. (See pages 64-65 and 85-86.)

**9. Anticipated post-secondary goals - should these be written out in a complete sentence? The short blank may give teachers the idea that one word is sufficient. If independent living skills are not something that will be addressed in the IEP, would you leave this blank?**

The post secondary goals are the student's post secondary education and work/career goals. One word would not be sufficient. If independent living skills are not needed for an individual student, this may be left blank. The post secondary education goal should describe the type of setting and course of study or degree area of interest. The work/career goal should describe at least one specific occupational field and job.

**10. On the description of services Part IV please provide an example of the description of service for an LD student in the activities/linkages noted as employment and independent living?**

As with other parts of the IEP, services are based on individual needs, not disability label. The activities/linkages in Part IV apply to students with mild disabilities as well as those with more significant disabilities. While not every box will be completed every year, in reviewing IEPs throughout high school, one would expect to see a progression of coordinated activities leading toward the post secondary goal. Activities may overlap into multiple areas in this section. Consider activities for students that can occur both in the school setting and in the community setting. These activities might be embedded into courses or separate activities in school and in the community. Other linkages/activities could relate to developing specific work habits or job performance skills, such as being prompt, completing assignments, good attendance, cooperative learning skills and social skills.

**11. Part 1-Regarding “activities and linkages,” what would be the description of service for instruction/education? Would this be specific courses?**

**Part 2-**Will transition services for most of our students be instruction? Is this referring to the same instructional goals we develop based on their performance levels identified in WESTEST2 data, benchmark results and other formative assessments? Would you actually state a goal that refers to their schedule the following year and how it relates to the cluster and pathway they have chosen? I guess I would like to see some good examples of this for students with mild disabilities. Our lower incidence population does have daily living, community experience and job training goals most of the time, but I don't see this as applicable to most of our students.

**Part 1:**

The Activity/Linkages section is designed for the IEP team to identify and list specific activities and linkages that will occur during the course of the IEP. The IEPs developed from the time the student is sixteen (or earlier if appropriate) through graduation should reflect a series of purposeful activities that assist the student in moving closer to the stated post secondary goals in the areas of living, learning and work. This section is likely to vary considerably through the transition period. All parts of this section may not apply every year, and some activities/linkages may overlap sections. Examples for each section follow below.

Instruction/education: Instructional linkages may include specific courses required for the student's chosen career cluster, courses to meet entrance requirements for college or post secondary training program or to move the student toward the post secondary goal. Activities will vary based on the post school goals the student has identified and might be one time activities or activities that occur over the course of the school year.

Examples:

- Preparation and application support for college entrance testing
- Complete required courses for CTE Concentration Certificate and take credentialing exam
- Application to Division of Rehabilitation Services (DRS) for academic scholarship
- Individual conferencing regarding ACT assessments (EXPLORE, PLAN, ACT, WORKKEYS)
- Meet with the career technical education (CTE) counselor to apply for adult training programs
- Explore opportunities to build academic skills after high school (through Adult Basic Education, DRS, Workforce WV)

Vocational aptitude/interest assessment: List specific assessment(s) needed during the course of the year to support refining or achieving post school goals. Examples of aptitude and interest assessments may be found in *Career Planning Begins with Assessment* at <http://www.ncwd-youth.info/> and in *Informal Assessments for Transition Planning*, a resource provided to county special education directors by the OSP. School counselors and DRS school counselors may also assist in identification of assessments.

Career awareness and/work-based learning: List specific career awareness activities/linkages or work-based learning experiences needed during the course of the year to support refining or achieving post school goals. Examples may include conferencing, discussion, courses, completion of interest surveys or interviews, course shadowing in CTE, job shadowing and volunteer experiences.

Employment: Employment linkages/activities should focus on work readiness skills.

Examples:

- Filling out applications
- Locating the local Workforce WV office, employment or other support agency
- Accessing the human resources office of a business
- Identifying possible work locations the student might be interested in pursuing
- Exploring education and other requirements for specific occupations
- Assessing job market conditions/outlook for occupational areas of interest
- Exploring the range of occupations in a selected occupation
- Interviewing workers or job shadowing
- Completing specific transition assessments for employment
- Developing work related social skills
- Exploring work environment factors for occupations
- Identification of locations of training program options (i.e. Community and technical college, career and technical education, specialty training, on the job training, apprenticeship, supervised day activities/visiting a local sheltered workshop setting)
- Work-based learning experience and community service

Independent living/mobility: Students receiving most of their instruction in the general education environment may have fewer independent living needs; however, activities/linkages might include searching the classified ads for apartments, money management/budgeting skills and mapping skills to locate possible living facilities for some students. Additional examples include travel training, self help and hygiene skills, exploration of shared living opportunities, supervised or group home opportunities or other skills needed to support student movement to maximum independence.

## **Part 2:**

There are two kinds of goals specified on the IEP for students beginning at age sixteen (or younger if appropriate). First, all IEPs include **annual goals** for each student. **Post secondary goals** are goals developed with the student that target plans for living, education/training and employment after exit from high school. IEP annual goals for students of transition age consider what skills are needed for the next grade *and* what skills are needed for post secondary outcomes. IEP annual goals may be very specific and explicitly reflect skills needed to attain post secondary goals. Other IEP annual goals may be less explicit, but reflect the necessary skills to attain identified post secondary goals. Consider the student whose IEP annual goal is to develop independent literacy skills for reading and written expression at grade level and who has a post secondary

goal to earn a two year college degree. The literacy goal clearly reflects skills needed for the next school year and for the post secondary goal.

**12. What happens if we do not invite the agency at the next IEP meeting even though we had permission?**

If the agency is not required or is no longer appropriate to be invited, obtaining parent consent does not obligate the district to issue the invitation. According to Policy 2419, Chapter 5, Section 1.D. required IEP Team members include “to the extent appropriate ..., a representative of any participating agency that is likely to be responsible for providing or paying for transition services.” For some meetings, a representative may not be needed. However, parents may be expecting the agency representative to attend. When the actual meeting notice is sent, parents would be informed of those actually being invited at that time.

**13. Do you have a list of agencies which can be disseminated? We frequently make referrals and invite vocational rehabilitation, but I don't think teachers generally know what other resources are available.**

It is advisable that local resources be provided first, since many students choose to remain near their home after graduation. The OSP Transition to Post School Outcomes Web resources provide a listing of regional agencies that may be used when developing a local resources list. Guidance for mapping resources in a community is available at <http://www.ncset.org/publications/essentialtools/mapping/default.asp>, *Community Resource Mapping*.