

North Dakota Department of Public Instruction/Office of Special Education

Transition Individual Education Plan/ Meeting Agenda

- 1. Welcome/Introductions. The student, who must be invited to an IEP meeting when transition services will be discussed, may help with the welcome and/or introduce those in attendance. The student is also encouraged to actively participate and, when appropriate lead the discussion. It is recommended that the student be prepared for this new role prior to the IEP meeting.**
- 2. Complete page 1 of the IEP/Transition plan form.**

Identify those members who are excused from attending the meeting and who provided written input.
Documentation that the student was invited must be provided if the student did not attend the IEP Team meeting.
- 3. Discuss and identify the student's measurable post secondary goals.** These goals are based upon the students age appropriate transition assessment information as well as the student's preferences and interests related to:
 - ✓ Education or Training
 - ✓ Employment
 - ✓ And where appropriate, Independent living skills
- 4. Complete the Special Considerations section**
- 5. Discuss the student's present levels of academic achievement and functional performance.**

Identify the following, (based on multidisciplinary team report):

 - What academic and functional skills does the student possess and what skills must he/she acquire to achieve his/her postsecondary goals?
 - The Present Levels should include a summary of data collected from progress reports from the last IEP as well as other sources, such as teacher reports, classroom assessment, transition assessments, district-wide assessments, community-based checklists, family report, agency evaluations, etc.
- 6. Design a course of study that fulfills the following:**
 - A long range educational plan or multi-year description of the educational program.
 - Is meaningful to the student's future and will motivate him/her to complete school.
 - Directly relates to the student's anticipated post school goals and the student's preferences and interests.
 - In this section of the IEP, the number of credits required for graduation and the anticipated date of graduation or exit from secondary school must be identified.

- For students who are 17, or who are turning 17 in this IEP term, discuss the Transfer of Rights at the age of majority. **IEP must include a statement that the child has been informed of the child's rights under IDEA and that the rights will transfer to the child on reaching the age of majority under Sec. 300.520.**

7. Determine the coordinated set of strategies/activities that are needed to help the student achieve their post secondary goals in each of the following areas: Instruction, community experiences, employment, adult living, related services, and when appropriate acquisition of daily living skills and functional vocational evaluation. Identify:

- **at least one transition service needed for each postsecondary goal** in one or more of the areas: instruction, community experiences, employment, adult living, related services, and when appropriate acquisition of daily living skills and functional vocational evaluation. [20 U.S.C. 1416 (a)(3)(B)]
- everything that must occur directly relates to the student's anticipated post school goals and the student's interests and preferences.
- who has primary responsibility for each activity (identify agencies/persons that will provide and pay for services).
- timelines: specify the anticipated dates (school year) for starting and completing each activity.

8. Develop Annual IEP goals.

- For each measurable postsecondary goal there must be at least one annual goal that will help the student make progress towards the stated post-secondary goal.

9. Complete the remaining sections of the IEP. (Sections G, H, I, and J).

(Adaptations of Educational Services, Description of activities with students Who Are Not Disabled, Least Restrictive Environment Justification, & Special education and Related Services).

For all students for whom transition activities are being planned, the entire IEP should be considered as a comprehensive plan to assist the student in achieving their desired postsecondary goals.

10. Adjourn.



*This sample Meeting Agenda was developed to be used as a guide, by Gerry Teevens, DPI Special Education Transition Coordinator. References used were IDEA 2004 proposed regulations and the "Transition Services Guide: Helping Educators, Parents, and Other stakeholders Understand Postschool Outcomes, Course of Study, & Coordinated set of Activities", by Ed O'Leary and Wendy Collision, Feb 2002.