

Writing Quality Secondary Transition IEPs that Include the Required Elements of Indicator 13

**Secondary Transition Brief: Regulation, Best Practices and
Transition Plan examples**

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Purpose

The document is designed to support educators who write and review Individualized Education Program (IEP) for students ages 16 through 21 in Vermont. It contains rule definitions for each element as well as guidance, tips, and compliant and non-compliant examples.

Background

The Individuals with Disabilities Education Act (IDEA) was reauthorized on December 3, 2004, and its provisions became effective on July 1, 2005. In conjunction with the reauthorization, the U.S. Department of Education, through the Office of Special Education Programs (OSEP), required states to develop State Performance Plans (SPPs). Seventeen indicators, on which data are submitted annually in an Annual Performance Report (APR) are included in the SPP. Data for Indicator 13, a compliance indicator for transition plan requirements documented in Individual Education Programs (IEPs), is collected from the Vermont Agency of Education (AOE) Monitoring team and reported to OSEP.

Indicator 13 is defined as the, “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))

Be sure to use the current [VT IEP Transition plan](#) form as it will help ensure compliance across all elements. In particular, on the old forms there is not a chart organizing the transition assessments and dates. The current form has an assessment chart to keep all that organized.

Element 1: Student Invitation

Is there evidence the student was invited to the IEP meeting where transition services are to be discussed? (34 C.F.R. § 300.321)

Guidance and Writing Tips

- The name of the student should be written on the transition plan.
- There must be evidence of an invitation to the student and the **date** the student was invited prior to the meeting. Evidence of invitation simply means that with the information given, it is clear that student was invited, and the date of that invitation is listed as well.
- The student invitation must be sent a reasonable amount of time prior to the actual IEP meeting, best practice is at least 5-10 days in advance.

- When plans are submitted, the VT AOE monitoring team only sees the transition plan so the information on Element 1 must be clear in the first section of the IEP transition plan, not elsewhere in the IEP.

Compliant Examples for Element 1

- Stella was invited to her transition planning IEP meeting on 1/11/22 and she attended the meeting. Note- This was two weeks before the IEP meeting which was on 1/25/22.
- An invitation was mailed to Carl and his parents on February 6, 2023. Carl attended and was active in his IEP meeting. (IEP meeting is February 28, 2023.)

Student Name: [REDACTED]	IEP: 11/08/22 Rev:
Individualized Education Program Post Secondary Transition Plan	
Current Grade Level: 12	Expected Month of Graduation: June 2027
Student Invitation	
Evidence [REDACTED] was invited to the IEP meeting and date of invitation: Parent and student were invited to the meeting by the notice dated 11/3/22. Both were in attendance.	

This above screenshot is a small screenshot of the student invitation section of the VT IEP Transition plan template.

Noncompliant Examples for Element 1

- Stella was not invited.
- Jane did not come to the meeting.
- The case manager met with Rick on a different day than the meeting.

Element 2: Outside Agency Invitation

Is there evidence that a representative of any relevant outside agencies was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?

Guidance and Writing Tips

- It must be clear when looking at the VT IEP Transition plan form that relevant outside agencies were invited and the date they were invited or that the student/family did not give consent to invite the outside agency.
- Outside Agency invitation must be sent a reasonable amount of time prior to the actual IEP meeting, best practice is 5-10 days in advance.
- LEAs should have their own system for attaining parental consent for inviting outside agencies.

- If HireAbility (formerly Vocational Rehabilitation) or other outside agency (e.g., university or college representative) is invited and cannot attend state that in this section.
- If the parent or student the age of majority does not give consent for HireAbility or other outside agency (e.g., university or college representative) to attend the meeting state this here in this section.

Compliant Examples for Element 2

- HireAbility was invited on 1/11/22 for the meeting on 1/25/22 and they attended.
- HireAbility was invited on 1/11/22 for the meeting on 1/25/22 however they were not able to attend. The case manager will invite HireAbility to the next meeting as well as facilitate a time for the student to check in with their HireAbility Transition counselor.
- The community college representative from the office of students with disabilities was invited on 3/01/2023 and attended the IEP meeting on 3/15/23.
- Developmental Services (the local designated agency) was invited on 1/11/22 for the meeting on 1/25/22 and they attended.
- Parent did not consent to an outside agency to be included in the IEP meeting. Case manager shared during the meeting how the outside agency could support Ethan in the future and parents stated they would consider for future meetings.

Identify evidence that outside agencies were invited (with parental consent) and date of invitation: ■■■ MH, I-Team and VocRehab members were invited through the meeting notice dated 11/3/22. Hireability was not able to attend but provided an update on looking for potential farm placements. ■■■ MH and I-Team did attend the meeting.

Above is a small screenshot of the outside agency invitation section of the VT IEP Transition plan template.

Noncompliant Examples for Element 2

- Outside agency section of IEP transition plan is left blank.
- HireAbility was invited but no date listed.
- No outside agency was invited.

Element 3: Transition Assessments

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

Guidance and Writing Tips

- The intent here is to assess and consider the student’s strengths, needs, preferences and interests as they relate to future employment, higher education or training and independent living goals and services based on data from classrooms, student interview, and other transition assessments.

- Transition assessments should be completed before the date of the IEP meeting so this data drives the transition plan and the case manager can review and discuss with the student. A plan to take XYZ assessment after the IEP meeting is not compliant and shows that data was not included in the creation of the transition plan. The data from the transition assessments is critical and necessary to create the goals and services in the transition plan.
- Any transition assessments completed after the date of the annual IEP transition plan should be listed in the next annual IEP not the current IEP. The IEP can only reference transition assessments already completed and used to create that current transition plan.
- Use the information gathered from the transition assessments and student interview to create Postsecondary goals.
- Include a student interview to triangulate the assessment results with student voice.
- Viewing all assessment through a transition lens will provide a rich narrative of the student’s skills and abilities by considering these questions:
 - How does the student’s disability impact their future access to employment, education/training and independent living?
 - Does the skills assessment match the skills needed to reach the intended postsecondary goals?
 - Is there a gap between current skills and skills needed to meet postsecondary goals?
 - How can you and other teachers/adults assist the student in building the skills/knowledge required to close the gap and move toward the postsecondary goals?
- It is recommended that IEP teams use the [Transition Assessment Planning Form](#) as a team to determine transition assessments that need to be completed.
 - Available [recorded training on transition assessments](#).

Compliant Examples for Element 3

Date	Transition Assessment Tool	Summary of Results
2/2018	Vocational and Daily Living Scales	Jodi has good social skills but needs prompting as she can socialize too much while on the job as reported by her case manager and her shift manager.
3/2018	WAIS	Results show that Jodi has the skills and is capable of working a job that interests her (retail, clothing).

Date	Transition Assessment Tool	Summary of Results
4/2018	Interest inventories	Jodi shows distinct interest in working in retail sales because she really likes clothing, working with different people and shopping! She would like to work in the mall.
4/2019	Person Centered Future Planning interview	Jodi would like to work so that she can buy her own clothes and not depend on her parents. Working retail sales is something Jodi is very interested in. She is very social and is part of student council and has helped plan school functions. Jodi would benefit a job that offers social interactions although she is still learning how much social interaction on the job is appropriate.
3/2020	Parent and Student personal transition surveys and interview during meeting	Jodi's mom supports Jodi to work in retail and feels that having a job would help to increase her responsibility.

Note - IEP Meeting was 05/01/2022.

1. Strengths of the student as indicated by formal or informal transition assessments:
 - a. Jodi has strong social skills as evident in her activities at school, from her interview, and parent interviews. Jodi would like to be independent.
2. Needs of the student as indicated by formal or informal transition assessments:
 - a. Jodi needs additional mentoring and coaching around how much social interaction with work colleagues and customers is appropriate at work.
3. Preferences of the student as indicated by formal or informal transition assessments:
 - a. Jodi loves shopping and clothing and likes any idea of a job that combines her passion and social interaction.
4. Interests of the student as indicated by formal or informal transition assessments:
 - a. Jodi wants to work in retail and would like to work for a store in the mall that sells clothes.

Noncompliant Examples for Element 3

- Dates not listed for assessments.
- Transition assessment dates are after the IEP date.
- No assessments listed (don't forget the VT IEP template has a grid to enter each assessment), if you don't see that grid, you may be on the old IEP forms.
- Strengths, preferences, needs, interests are not listed.

Element 4: Postsecondary Goals

Are there appropriate measurable postsecondary goals related to education/training, employment, and, where appropriate, independent living skills? (34 C.F.R. § 300.320(b)(1))

Guidance and Writing Tips

- Postsecondary goals are what the student will do after exiting the public school system. Because students in 18-21 transition programs are still part of the public school system, postsecondary goals must address what the student will do after exiting the 18-21 program.
- The postsecondary goals should succinctly state what the student will do and must be written as measurable outcomes that take place after exiting the public school system. Postsecondary goals are not stating a process but rather a point in time after high school graduation.
 - Using the phrase “plans to” or “hopes to” is not an outcome and implies a process. Use definitive language like “will be enrolled”, “will be employed”, “will participate”.
- All postsecondary goals should be driven by data, including:
 - Transition assessments
 - Student interviews (formal and informal)
 - Additional data points (e.g., classroom data, on the job data)
 - Strengths, interests, preferences, and needs
- Postsecondary goals are required in training/education and career/employment, regardless of the severity of the student’s disability.
 - If the IEP team determines that a postsecondary goal is not needed for independent living skills, it is best practice to indicate, “The IEP team has considered the independent living domain and at this time has decided it is not needed in this transition plan.”
- Available [recorded training](#) on postsecondary goals, annual IEP transition goals and transition services.
- Available [recorded training](#) on SMART Goals.

Compliant Examples for Element 4

(See key verbs in bold to show definitive language.)

Postsecondary Goals for Education/Training (Required)

- Within one year of graduation, Henry **will be enrolled** at the Institute of Animal Technology to become a Vet Tech.
- After high school, Jackie **will participate** in on the job training at the Burlington International Airport.

- Within one year of graduation, Troy **will be enrolled** at a four-year college for business management.
- Within one year of graduation, Damian **will receive** community inclusion training through his development services agency.
- Within one year of graduation, Cooper **will participate** in on-the-job training in a job in his community with support from HireAbility.
- After graduation from high school, Maxine **will train/exercise** in her home, with the support from a physical therapist and/or caregiver, to build physical strength and stamina in order to better assist with transfers while in the home and in her community (vehicle transfers).

Postsecondary Goals for Employment (required)

- After graduation, Carl **will be employed** at a restaurant or other food service business.
- After graduation from high school and while attending a two-year college, Jim **will work** part-time at a pet store. After graduating from a two-year college with associate degree, Jim will work full-time as a vet tech.
- Following high school, Paul **will work** at the local hospital with a job coach.
- After graduation from high school, Maxine **will work** in her home by using her direct access switch on a timed setting to turn on the blender to prepare her meal that will be fed to her by her caregiver.

Postsecondary Goals for Independent Living (where appropriate)

- After graduation from high school, Bill will live at home and **independently participate** to the maximum extent possible in his daily routines (e.g., feeding, dressing, bathing, etc.).
- After graduation from high school, Jackie **will dress and feed herself** with assistance.
- After graduation, Barry **will live independently** in his own home/apartment, schedule appointments, pay his own bills, and access services in his community by using the city bus.
- After graduation, Cooper will live with family members and **complete daily living skills independently**, such as making choices about his leisure time activities, doing household chores, preparing small meals and snacks.
- After graduation, Maxine will live at home with her parents and support from her in-home personal care attendant. She **will choose what she wants to wear and then lift her arm to assist her home caregiver with dressing**.
- N/A- The IEP team determined that a goal for Independent Living is not needed for Ethan at this time as a result of the data from his transition assessments, student interview, and parent input.

Noncompliant Examples for Element 4

- Using the phrase “plans to” or “hopes to” is not an outcome (implies a process) and would not be a compliant postsecondary goal.
- After graduation, Jim hopes to work as a mechanic.
- Within 1 year of graduation Allistair plans to work in the restaurant business.
- After high school, Audrey is hoping to get a job at the mall.
- Within one year of graduation, Josh is thinking about enrolling at the community college.

Element 5: Annual IEP Transition Goals

Annual IEP Goals (34 C.F.R. § 300.320)

Are there annual IEP goal(s) designed to increase the likelihood of the student meeting the postsecondary goals?

Guidance and Writing Tips

- How does the student’s disability impact their future employment, education/training and independent living (where appropriate)?
- Annual IEP transition goals should address and improve skills that students need to be successful in employment, education/training and independent living (where appropriate).
- Annual IEP transition goals are the goals the student is working on throughout the life that annual IEP, hence it should not be something that can be done one time like creating a resume.
- Annual IEP transition goals should not be courses the student will take (e.g., driver’s ed).
- Annual IEP transition goals should not be a transition service (e.g., support in filling out job applications).
- All annual IEP transition goals should be SMART:
 - Specific,
 - Measurable,
 - Actionable,
 - Realistic and Relevant, and
 - Time Limited.
- For more examples, please see the exemplar IEP transition plan samples in the appendix.
- Available [recorded training](#) on postsecondary goals, annual IEP transition goals and transition services.

Compliant Examples for Element 5

Annual IEP Transition Goals: Education/Training

- By the end of the school year, Jodi will correctly read a minimum of 50 words related to community locations or her work such as those that might be listed in work memos or bus schedules within 4 seconds of seeing them three times in a row.
- In preparation for the academic demands of auto mechanics training in a community college, Paul will improve his reading comprehension by answering literal and inferential questions after reading a non-fiction passage at the 8th grade level with 85% accuracy by the annual review date.
- To prepare for the community college, Charlie will request a copy of class notes and ask for more time as aligned to his IEP accommodations from his core teachers independently, 80% of the time by June 2023. Progress monitoring of this goal will be done by the special educator after ongoing check ins with his core general education teachers.
- In order to access college level academics, Hal will write using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling with 80% accuracy based on the district grade level rubric by the annual review date.
- Paulo will become proficient with his augmentative communication device by using the device to answer questions about classroom content within 1 minute of the question and without needing any assistance, 10 times in a row by May of this school year.

Annual IEP Transition Goals: Employment

- At the grocery store work-based learning experience, Paulo will independently perform a variety of tasks including, but not limited to, gathering carts, stocking shelves, and janitorial duties, to the level determined to be proficient by his job coach and manager for 5 days in a row by May of this school year.
- In order to communicate effectively on the job, Frankie will practice self-advocacy skills by discussing his disability, learning characteristics, and needed accommodations with all his general education teachers, without prompting 100% of the time, based on teacher report by the annual review date.
- Susan will follow two step picture directions using a picture chart 95% of the time in order to participate in a community-based supported employment program by the annual review date.
- In preparation for employment and community activities, Cooper will comfortably access his environment by getting in and out of the vehicle that transports him to and from job sites and community activities 100% of the time, based on Physical Therapist report by the annual review date.

Annual IEP Transition Goals: Independent Living Skills

- Don will improve his emotional regulation, coping, and problem-solving skills as described in his behavior plan in order to live independently in a college dormitory, by demonstrating the following objectives: 1. Following classroom and school rules 90% of the time without a prompt. 2. Naming personal difficulties and 1-2 ways to appropriately cope with each of these difficulties 9 out of 10 times by the annual review date.
- In order to independently communicate information about himself while in the community, Juan will state his first and last name and phone number with 100% accuracy by the annual review date.
- In order to participate in a supported living setting, Samantha will respond to questions and make choices using alternative communication methods: When given a choice between two activities or objects, Samantha will indicate her preference using eye gaze 90% of the time as measured by progress monitoring by the annual review date.
- In a role play retail setting when provided a set amount of money, Jodi will use the correct procedures to accurately calculate the total cost of the item to know how much money she will need to make the purchase, 10 times in a row across 10 different items by May of this school year.

Noncompliant Annual IEP Transition Goal Examples for Element 5

Student will participate in discussions/activities exploring career/employment including a potential work study by June 2023.

Q1. Why is it noncompliant for I13?

Employment activities and potential work study are transition services. Annual IEP transition goals should address and improve skills that students need to be successful in employment, education/training and independent living (where appropriate).

By June 2022, the student will meet with a Hireability counselor to write a resume. By January 2023, the student will meet a Hireability counselor to update their job interest assessments.

Q2. Why is it noncompliant for I13?

Support in writing a resume is a transition service. Updating job interest assessments should be a part of the transition assessment process not an annual IEP goal.

Student will research and apply to any pertinent training or licensing programs or tech schools required for her heavy machinery career.

Q3. Why is it noncompliant for I13?

Support to research and apply to training programs is a transition service. Also there is no date and no identified way to measure the student learning. Annual IEP transition goals should address a skill the student needs in light of how their disability impacts education and training, employment or independent living.

Student will research and apply to 2-3 local companies that specialize in construction or excavation.

Q4. Why is it noncompliant for I13?

Support to research and apply to training programs is a transition service. Also, there is no date and no identified way to measure the student learning. Annual IEP transition goals should address a skill the student needs in light of how their disability impacts future education and training, employment or independent living.

Element 6: Postsecondary Goals Updated Annually

Are the Postsecondary goal(s) updated annually? (34 C.F.R. § 300.320(b))

Guidance and Writing Tips

- The IEP includes postsecondary goals and was reviewed within 12 months of the previous IEP.
 - If this is the first IEP developed after the student turned 16, this element is not applicable.
 - Box should be checked on the IEP transition plan that the postsecondary goals are updated annually.

Compliant Example for Element 6

This element is documented on the transition form with the question; are postsecondary goals updated annually? A compliant plan will indicate yes in answer to that question.

Are postsecondary goals updated annually? Yes, is marked on the IEP form.

Noncompliant Example for Element 6

A noncompliant plan would have left this blank.

Element 7: Transition Services

Transition Services (34 C.F.R. § 300.43)

Are their transition services listed? Are the transition services aligned to student data?

Guidance and Writing Tips

- Transition services are a coordinated set of activities focused on improving the academic and functional achievement to facilitate the movement from school to post-school activities.
- Transition services are based on individual student’s needs, taking into account the student’s strengths, preferences and interests and includes instruction, related services, community experiences, the 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.
- Transition services should include the activities/strategies/steps/actions that the “community of adults” including special/general education teachers, related service providers, counselors, other school personnel, outside agencies, family members, community members, etc., provides to help the student achieve the identified postsecondary goals.
- Transition services should be clearly listed in the transition services section of the VT IEP transition plan form. The staff covering that service should be listed (e.g., special education teacher, case manager, OT, reading teacher, counselor) along with the dates.
- One way to help determine appropriate transition services is to read the annual goals. Who will provide what specific service(s) to help the student master the annual goal(s)?
- Transition services may include the facilitation of linkages and/or referrals to adult agencies; however, you may not commit another agency to providing services without the involvement and approval of that agency.
- Available [recorded training](#) on postsecondary goals, annual IEP transition goals and transition services

Compliant Examples for Element 7

Transition Services for Education and Training (Required): Transportation support, audio - text and oral testing to complete the certification exam.

Position Responsible: Special Ed Case Manager

Start Date: 9/2020

End Date: 6/2021

Transition Services for Employment (Required): School-based and then community-based job coaching as necessary, visual reminder, regular feedback.

Position Responsible: Employment specialist and/or Work-based Learning Coordinator

Start Date: 9/2020

End Date: 6/2021

Transition Services for Independent Living: Written check lists, self-advocacy coaching, instruction related to budgeting and spending, community living support as needed until her routine is established.

Position Responsible: Special Educator

Start Date: 9/2020

End Date: 6/2021

Noncompliant Examples for Element 7

- No staff listed or dates under transition services.
- Goal areas are complete but no supporting transition services are listed.

Element 8: Course of Study

Courses of Study (34 C.F.R. § 300.320)

What are the courses of study that the student will complete?

Guidance and Writing Tips

- The courses of study describe the classes needed by the student to gain the skills needed to close the gaps to reach 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 in a class.
- In order to meet compliance for Indicator 13 the course of study must list the courses from the **current year** all the way through to the graduation year. It must be clear what the most critical courses to reach the postsecondary goals are for each year.
- A good course of study can stand up to the “stranger test”.
 - Guiding questions: Is this clear and transferable to another school?
 - Can another school build a class schedule based on this information?
- Simply stating “Will complete graduation requirements” will not meet compliance.
- Think of the course of study as a commentary from IEP team as to what courses are most critical for the student to reach the postsecondary goals (rather than what courses are needed to meet local graduation requirements).
- Available [recorded training](#) on Course of Study.

Compliant Examples for Element 8

Courses are listed from the current school year through to the graduation year.

Sample course of study for 11th grader.

School Year	Grade Level	Courses To Be Taken At least one course must be included to help reach postsecondary goals.
2018/2019	Grade 11	Driver's ed, Child development, Psychology I, English, Algebra II, PE, Chemistry, Work-based learning internship with pre school
2019/2020	Grade 12	Psychology II, Work-based learning internship with Kindergarten students, English II, STEM

Sample Course of Study for 12th grader.

School Year	Grade Level	Courses To Be Taken At least one course must be included to help reach postsecondary goals.
2022/2023	Grade 12	Courses required for industry credential in CTE Automotive.

Noncompliant Examples for Element 8

Student is in grade 10 but courses are only listed for grade 10, not grade 11 and 12.

Local graduation requirements are listed for the current year, nothing else listed yet the student is not in 12th grade and has more school years ahead.

Appendix: Transition Plan Samples

Exemplar #1 (12th grade)

Individualized Education Program Postsecondary Transition Plan Template

Student Name: Student 1

IEP Meeting Date: 11/8/22

Current Grade Level: 12th

Expected Date of Graduation: 6/1/2027

Student Invitation (*Indicator 13 Element #1*)

Evidence the student was invited to the IEP meeting and date of invitation: Parent and student were invited to the meeting by the notice dated 11/3/22. Both were in attendance.

Outside Agencies (*Indicator 13 Element #2*)

34 CFR 300.320(b)(3) and 300.622(a)

Outside agencies such as Vocational Rehabilitation (VR) can continue to support the student after they graduate with regard to employment or postsecondary education however, they must be enrolled in VR. If not already enrolled in VR services by grade 12, the student should enroll in order to receive continuing supports related to employment and postsecondary education. It is critical that these key connections are made prior to graduation by inviting the proper outside agencies to the IEP meeting that addresses the transition plan. Examples of other agencies who the IEP team may choose to invite include VT Developmental Disabilities Services, Department for Children and Families, Department of Labor, VT Student Assistance Corp.

Identify evidence that outside agencies were invited (with parental consent) and date of invitation: MH, I-Team and Hireability members were invited through the meeting notice dated 11/3/22. Hireability was not able to attend but provided an update on looking for potential farm placements. MH and I-Team did attend the meeting.

Describe the Coordinated Interagency Linkages and Responsibilities including pre-employment transition services (services provided or paid for from another agency): Student receives direct services from Mental Health on a daily basis for behavior and academic supports. The I-Team supports student to be able to access the general education curriculum. HireAbility provides pre-employment support.

Assessment Summary for Transition Services Planning (*Indicator 13 Element #3*) 34 CFR 300.320(b)(1)-(2)

Transition Assessments are an ongoing process of collecting data on the individual's strengths, needs, preferences, and interests as they relate to the demands 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 Program (IEP).

Examples of transition assessments: see the [VT AOE website under Secondary Transition](#).

It is recommended that a cumulative record of assessments be maintained.

Date	Transition Assessment Tool	Summary of Results
10/27/20	PICS – Picture inventory	Student showed interest in areas that focused on artistic or realistic areas.
11/05/21	What do you Prefer? Career Interest Survey	On this survey, Student indicating the following- prefers to work inside with other people at a job using her hands. Other indicators were an interest in building things at a job that was in a more rural area and possibly working from home.
11/08/21	PICS – Picture Inventory	Student retook the PICS assessment this year. Through prompting, the areas of interest indicated are artistic and conventional.

1. **Strengths of the student as indicated by formal or informal transition assessments:**
Student is working hard this year to communicate regularly with staff and peers. She is beginning to express herself more readily indicating her needs and wants using her communication device and sometimes her voice. She can accurately copy words when given something to trace.
2. **Needs of the student as indicated by formal or informal transition assessments:** Student requires repetition of tasks but once she has learned and practiced these, she becomes fairly adept at them such as folding laundry or sanitizing books. Student continues to need direct support from a Behavior Interventionist to access all aspects of her schooling.
3. **Preferences of the student as indicated by formal or informal transition assessments:**
Student preferred activities that had to do with the arts, animals, or mechanics. Some of her high preference activities include – coloring, listening to music and topics on farms.

Interests of the student as indicated by formal or informal transition assessments: Some of Student interests include: farms, coloring, animals, and completing basic tasks like cutting, gluing, and making jewelry. She also is interested in connecting with peers.

Postsecondary Goals (*Indicator 13 Element #4*) 34 CFR 300.43 and 300.320(b)

- A. **Education and Training (REQUIRED):** After high school, student will successfully complete employment training through her designated developmental services agency. This training will support the development of employment skills that could include areas in dairy farm work that would include: feeding cows, resetting stalls or retail work with activities such as restocking supplies, folding and reshelving clothes.
- B. **Employment (REQUIRED):** After graduation, Student will work 20 hours a week in a supported employment setting. This will be a setting that connects with her areas of interest and will include a supervised placement or in home option.

- C. **Independent Living** (When appropriate): After graduation Student will independently maintain a hygiene routine in preparing for work each day.

Annual IEP Transition Goals (Indicator 13 Element #5)

34 CFR 300.43 and 300.320(b)

Annual Goal for Education and Training (Required): By November 2023, Student with guidance and support, will write about her daily experience 1x per week using photo prompts or sentence starters to support her completing the writing 3 out of 4 times during a month. (conversation starter). The writing pieces (with a minimum of 3 sentences each) will serve as evidence of completion of the goal.

Progress Review Dates: 2/2023, 6/2023, 10/2023

Annual Goal for Employment (Required): By November 2023 Student will recognize sequences and complete patterns that include pictures, items and numbers 4 out of 5 times which could connect toward job skills. Progress will be monitored by special educator.

Progress Review Dates: 2/2023, 6/2023, 10/2023

Annual Goal Independent Living goal (if there is a Postsecondary goal for IL): By November 2023, Student will use a checklist to document the steps followed for her daily hygiene routine. These steps will include- showering, washing her face, combing her hair with 100% accuracy 6 out of 8 times within a month.

Progress Review Dates: 2/2023, 6/2023, 10/2023

Are postsecondary goals updated annually? (Indicator 13 Element #6)

Yes No

Transition Services (Indicator 13 Element #7)

34 CFR 300.320(b)(2) and 300.43(a)

It is recommended that a cumulative record of transition services be maintained.

Describe the transition services for each domain below. Transition services enable and promote the student's progress toward meeting annual and postsecondary goals. List the transition services your school is providing during the current IEP to help the student meet their postsecondary goals. Common examples include: job coaching, career exploration services, transportation training. See the [VT Indicator 13 Technical Assistance Sheet](#) for more examples.

Transition Services for Education and Training (Required): Augmentative communication device, Prompting with specific praise/reinforcement when responding using device supported by SLP and MH BI. Consultation support for additional resources with the augmented communication device through the I-Team.

Position Responsible: Special Educator, SLP, MH, I-Team

Start Date: 11/8/22

End Date: 11/7/23

Transition Services for Employment (Required): Transportation support, community-based job placement with coaching support from BI and Behavior Analyst through MH and Vocational Rehabilitation, consultation, support for Transition goals with the I-Team.

Position Responsible: BI and Behavioral Analyst-MH, Special Educator, I-Team

Start Date: 11/8/22

End Date: 11/7/23

Transition Services for Independent Living (if applicable): App supported activities with step-by-step instruction, augmentative communication device support by SLP and MH BI. Consultation support for additional resources with the augmented communication device through the I-Team.

Position Responsible: Behavior Interventionist, Behavior Analyst, Special Educator, SLP, MH, I-Team

Start Date: 11/8/22

End Date: 11/7/23

Course of Study (Indicator 13 Element #8):

34 CFR 300.320(b)(2)

A description or narrative of coursework necessary to achieve the student's desired postsecondary goals, from the student's current to anticipated exit year. If the student ever moves this helps the new school implement appropriate courses. The IEP team has agreed that the courses below will support postsecondary goals for the Student.

School Year	Grade Level	Courses To Be Taken At least one course must be included to help reach postsecondary goals.
2022-2023	Grade 12	Project Studio - Home Cooking - class focuses on learning about various recipes with practicing her cooking skills.
2023-2024	Grade 12+	Daily Life Skills - Student is working on basic skill areas such as counting, sequencing, identifying patterns and basic reading comprehension questions answering- who, what and why.
2024-2025	Grade 12++	Life Skills - community building course that provides with access to learning and engaging with community resources.
2025-2026	Grade 12+++	Daily Life Skills - will work on building work skills in a work environment that includes ordering and counting of materials.
2026-2027	Grade 12++++	Daily life skills focused on hygiene and completing basic organizational tasks.

If the student will be reaching age 17 during the duration of this IEP, he/she and their parents must have been notified, in writing, that parental rights will transfer to the student upon reaching the age of 18.

Yes

If not completed in writing, please specify how they were notified: Team discussed this last year and the parent is in the process of applying for guardianship.

Exemplar #2 (10th grade)

Individualized Education Program Postsecondary Transition Plan Template

Student Name: Student 2

IEP Meeting Date: 1/16/23

Current Grade Level: 10

Expected Date of Graduation: June 2025

Student Invitation (Indicator 13 Element #1)

Evidence the student was invited to the IEP meeting and date of invitation: Student was invited by meeting notice on December 15, 2022 to the IEP meeting on 1/16/23.

Outside Agencies (Indicator 13 Element #2)

34 CFR 300.320(b)(3) and 300.622(a)

Outside agencies such as Vocational Rehabilitation (VR) can continue to support the student after they graduate with regard to employment or postsecondary education however, they must be enrolled in VR. If not already enrolled in VR services by grade 12, the student should enroll in order to receive continuing supports related to employment and postsecondary education. It is critical that these key connections are made prior to graduation by inviting the proper outside agencies to the IEP meeting that addresses the transition plan. Examples of other agencies who the IEP team may choose to invite include VT Developmental Disabilities Services, Department for Children and Families, Department of Labor, VT Student Assistance Corp.

Identify evidence that outside agencies were invited (with parental consent) and date of invitation: Student was previously working with Hireability but he was reluctant to engage so services were terminated. Student and his mother are open to Hireability support if Student finds that it would be helpful in the future. Student will have a preliminary meeting and consent will be reconsidered at that time.

Describe the Coordinated Interagency Linkages and Responsibilities including pre-employment transition services (services provided or paid for from another agency): SU – provides tuition and compliance case management – instruction including pre-employment transition services.

HireAbility (if consent is given) – provide pre-employment transition services such as resume building, practice with applications and interviews, and provide financial support for work-based learning opportunities.

Assessment Summary for Transition Services Planning (Indicator 13 Element #3) 34 CFR 300.320(b)(1)-(2)

Transition Assessments are an ongoing process of collecting data on the individual's strengths, needs, preferences, and interests as they relate to the demands 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 Program (IEP).

Examples of transition assessments: see the [VT AOE website under Secondary Transition](#).

It is recommended that a cumulative record of assessments be maintained.

Date	Transition Assessment Tool	Summary of Results
09/17/21	RIASEC	<p>Artistic (1)- Artistic people like to work in unstructured situations using their imagination and creativity.</p> <p>Social (1)- Social people like to work with people to inspire, inform, help, train or cure them.</p> <p>Enterprising (1)- Enterprising people like to work with people to influence, persuade and lead them, and to achieve organizational or financial goals.</p> <p>Conventional (1)- Conventional people like to work with information, carry out detailed tasks, and have clerical or numerical interests.</p>
01/04/23	UCanGo2! Career Interest Survey	<p>1 – Health Sciences, Care and Prevention</p> <p>2 – Industrial Manufacturing</p> <p>3 – Government and Public Administration</p>

1. **Strengths of the student as indicated by formal or informal transition assessments:** Student enjoys playing video games. He has a strong sense of humor. Deep thinker, very analytical. Amazing background knowledge, always has something to add to a conversation to deepen it. When he sees a purpose, he is more likely to engage. Prefers nonfiction to fiction.
2. **Needs of the student as indicated by formal or informal transition assessments:** Student struggles to get his ideas out onto paper. He worries that it will not be correct. Support with organization, work completion. He can struggle with fidgeting.
3. **Preferences of the student as indicated by formal or informal transition assessments:** Math, coding, statistics, actuary, fitness.
4. **Interests of the student as indicated by formal or informal transition assessments:** Student is interested in math and fitness.

Postsecondary Goals (*Indicator 13 Element #4*)

34 CFR 300.43 and 300.320(b)

- A. **Education and Training (REQUIRED):** Within one year of graduation, student will be enrolled in a personal trainer certification program and obtain a certification as a personal trainer.

B. Employment (REQUIRED): Within one year of graduation, student will work part or full time as a personal trainer.

C. Independent Living (When appropriate): Within one year of graduation, student will maintain a budget and pay bills on time.

Annual IEP Transition Goals (*Indicator 13 Element #5*)

34 CFR 300.43 and 300.320(b)

Annual Goal for Education and Training (Required): By January 2024, using a template for a fitness plan, Student will be able to complete a real or hypothetical fitness plan with 80% accuracy on 4 out of 5 occasions. The written out fitness plan will serve as evidence of completion of this goal.

Progress Review Dates: 4/2023, 7/2023, 10/2023, 1/2024

Annual Goal for Employment (Required): By January 2024, Student will independently maintain the topic of conversation, initiated by his communication partner, by commenting, asking questions and utilizing appropriate paralinguistics and metalinguistics for at least 8 exchanges, in 8/10 given opportunities, across 3 separate probe days.

Progress Review Dates: 4/2023, 7/2023, 10/2023, 1/2024

Annual Goal Independent Living goal (if there is a Postsecondary goal for IL): By January 2024, Student will be able to create and maintain a hypothetical budget for bills and groceries with 80% accuracy on 4 out of 5 occasions. The typed or handwritten budget along with receipts will serve as evidence of completion of this goal.

Progress Review Dates: 4/2023, 7/2023, 10/2023, 1/2024

Are postsecondary goals updated annually? (*Indicator 13 Element #6*)

Yes No

Transition Services (*Indicator 13 Element #7*)

34 CFR 300.320(b)(2) and 300.43(a)

It is recommended that a cumulative record of transition services be maintained.

Describe the transition services for each domain below. Transition services enable and promote the student's progress toward meeting annual and postsecondary goals. List the transition services your school is providing during the current IEP to help the student meet their postsecondary goals. Common examples include: job coaching, career exploration services, transportation training. See the [VT Indicator 13 Technical Assistance Sheet](#) for more examples.

Transition Services for Education and Training (Required): Specialized instruction in written expression, executive functioning, and speech/language. Pre-employment soft skill development through transition services; Pre-employment work-based learning experience.

Position Responsible: Special educator, vocational counselor, local gym

Start Date: 1/4/2023

End Date: 1/3/2024

Transition Services for Employment (Required): Pre-employment soft skill development; Pre-employment work-based learning experience.

Position Responsible: Vocational counselor, local gym

Start Date: 1/4/2023

End Date: 1/3/2024

Transition Services for Independent Living (if applicable): Life skills math instruction

Position Responsible: Special educator, math teacher

Start Date: 1/4/2023

End Date: 1/3/2024

Course of Study (Indicator 13 Element #8):

34 CFR 300.320(b)(2)

A description or narrative of coursework necessary to achieve the student's desired postsecondary goals, from the student's current to anticipated exit year. If the student ever moves this helps the new school implement appropriate courses. Student's humanities and algebra courses in 10th, 11th, and 12th grade will support his needs in written expression and math to allow him to achieve his postsecondary goals. Additionally, the student has work-based learning courses in 10th, 11th, and 12th grade to support his postsecondary goal attainment.

School Year	Grade Level	Courses To Be Taken At least one course must be included to help reach postsecondary goals.
	Grade 9	
2022/2023	Grade 10	Algebra, humanities
2023/2024	Grade 11	Work-based learning instruction and work-based learning placement at a fitness center
2024/2025	Grade 12	Work-based learning instructions and work-based learning placement at a fitness center.

If the student will be reaching age 17 during the duration of this IEP, he/she and their parents must have been notified, in writing, that parental rights will transfer to the student upon reaching the age of 18.

Yes

If not completed in writing, please specific how they were notified: _____

Exemplar IEP #3 (12th grade)

Individualized Education Program Postsecondary Transition Plan Template

Student Name: Student 3

IEP Meeting Date: 9/22/22

Current Grade Level: 12

Expected Date of Graduation: June 2023

Student Invitation (Indicator 13 Element #1)

Evidence the student was invited to the IEP meeting and date of invitation: Student was invited to the IEP meeting via email on September 2, 2022.

Outside Agencies (Indicator 13 Element #2)

34 CFR 300.320(b)(3) and 300.622(a)

Outside agencies such as Vocational Rehabilitation (VR) can continue to support the student after they graduate with regard to employment or postsecondary education however, they must be enrolled in VR. If not already enrolled in VR services by grade 12, the student should enroll in order to receive continuing supports related to employment and postsecondary education. It is critical that these key connections are made prior to graduation by inviting the proper outside agencies to the IEP meeting that addresses the transition plan. Examples of other agencies who the IEP team may choose to invite include VT Developmental Disabilities Services, Department for Children and Families, Department of Labor, VT Student Assistance Corp.

Identify evidence that outside agencies were invited (with parental consent) and date of invitation: Student and parent has not given permission to invite outside agencies to his IEP meetings. Consent forms for VR were mailed home during the 2020-2021 school year.

Describe the Coordinated Interagency Linkages and Responsibilities including pre-employment transition services (services provided or paid for from another agency): Student and parents have not given permission for to work with outside agencies.

Assessment Summary for Transition Services Planning (Indicator 13 Element #3) 34 CFR 300.320(b)(1)-(2)

Transition Assessments are an ongoing process of collecting data on the individual's strengths, needs, preferences, and interests as they relate to the demands 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 Program (IEP).

Examples of transition assessments: see the [VT AOE website under Secondary Transition](#).

It is recommended that a cumulative record of assessments be maintained.

Date	Transition Assessment Tool	Summary of Results
11/16/21	TAGG Assessment - Formal Assessment	Student abilities and experiences were assessed using the TAGG, a norm-referenced assessment with research-based items known to be associated with post-school employment and education. Compared to similar students, Student overall results are average (based on professional score). Student scores indicate greatest strengths in the areas of Employment. Student relative strengths include Disability Awareness, Student Involvement in the IEP, Strengths and Limitations, Support Community, Goal Setting and Attainment, and Persistence. TAGG scores indicate the greatest needs in the areas of Goal Setting and Attainment, and Student Involvement in the IEP compared to similar students and relative needs in the areas of Persistence, Interacting With Others, Strengths and Limitations, and Disability Awareness.
10/04/21	Student Dream Sheet -Informal Assessment	Student would like to live outside of Vermont, making enough money to live on.
10/21/21	STAR Reading	Student scores place him in the Urgent Intervention range with a percentage rank of 1%, and a grade equivalency of 3.4.
09/15/22	Informal Assessment	Student would like to quit school. He is not 18 and does not have parental permission to quit. He would like to travel "out west" to work on welding jobs. He does not want to live in Vermont as he feels there are limited opportunities here.

1. **Strengths of the student as indicated by formal or informal transition assessments:**
Student’s overall results are average (based on professional score). Student scores indicate greatest strengths in the areas of Employment. Student’s relative strengths include Disability Awareness, Student Involvement in the IEP, Strengths and Limitations, Support Community, Goal Setting and Attainment, and Persistence.

2. **Needs of the student as indicated by formal or informal transition assessments:** TAGG scores indicate the greatest needs in the areas of Goal Setting and Attainment, and Student Involvement in the IEP compared to similar students and relative needs in the areas of Persistence, Interacting With Others, Strengths and Limitations, and Disability Awareness.

3. **Preferences of the student as indicated by formal or informal transition assessments:**
Student enjoys working and would like a job with a good salary, preferably outdoors, where

he will not have to deal with a lot of people and with little to no reading or writing. Student has indicated Welding as a job he might like to do after graduation.

4. **Interests of the student as indicated by formal or informal transition assessments:** Student is an avid hunter. He enjoys hanging out with friends. He is able to fix both small and large machinery. He has intuitive instincts for reading blueprints and fixing machinery. He is very interested in moving to the western United States to seek out opportunities for welding.

Postsecondary Goals (*Indicator 13 Element #4*)

34 CFR 300.43 and 300.320(b)

- A. **Education and Training (REQUIRED):** Within one year of graduation, the student will complete an adult technical education course in welding.
- B. **Employment (REQUIRED):** Within one year of graduation the student will work 20 hours per week at a welding shop.
- C. **Independent Living** (When appropriate): The IEP team has considered the independent living domain for this student and has agreed the student does not need it in the IEP.

Annual IEP Transition Goals (*Indicator 13 Element #5*)

34 CFR 300.43 and 300.320(b)

Annual Goal for Education and Training (Required): Student will independently write a grade level essay with less than 3 GUM errors for 2 out of 3 opportunities by the annual review date.

Progress Review Dates: 11/2022, 1/2023, 4/2023

Annual Goal for Employment (Required): Student will demonstrate his ability to read welding blueprints with 100% accuracy in 4 out of 5 opportunities by the annual review date.

Progress Review Dates: 11/2022, 1/2023, 4/2023

Annual Goal Independent Living goal (*if there is a Postsecondary goal for IL*): The team has agreed the student does not require an independent living goal.

Progress Review Dates: N/A

Are postsecondary goals updated annually? (*Indicator 13 Element #6*)

Yes No

Transition Services (*Indicator 13 Element #7*)

34 CFR 300.320(b)(2) and 300.43(a)

It is recommended that a cumulative record of transition services be maintained.

Describe the transition services for each domain below. Transition services enable and promote the student's progress toward meeting annual and postsecondary goals. List the transition services your school is providing during the current IEP to help the student meet their postsecondary goals. Common

examples include: job coaching, career exploration services, transportation training. See the [VT Indicator 13 Technical Assistance Sheet](#) for more examples.

Transition Services for Education and Training (Required): Case Management, Flexible Pathways, Teacher's Advisory, Career Interest Inventories (such as: O'NET Career Interest Profiler), Personality Inventories (such as: Holland Code, MBTI), College and/or Trade School tours.

Position Responsible: Case Manager, Pathways Coordinator, CTE Coordinator
 Start Date: 10/02/22
 End Date: 6/8/2023

Transition Services for Employment (Required): Case Management, Flexible Pathways, Teacher's Advisory, Career Interest Inventories (such as: O'NET Career Interest Profiler), Personality Inventories (such as: Holland Code, MBTI), College and/or Trade School tours.

Position Responsible: Case Manager, Pathways Coordinator, CTE Coordinator
 Start Date: 10/2/2022
 End Date: 6/8/2023

Transition Services for Independent Living (Required): The team has agreed the student does not require an independent living goal.

Position Responsible: N/A
 Start Date: N/A
 End Date: N/A

Course of Study (Indicator 13 Element #8): 34 CFR 300.320(b)(2)

A description or narrative of coursework necessary to achieve the student's desired postsecondary goals, from the student's current to anticipated exit year. If the student ever moves this helps the new school implement appropriate courses. Student coursework this year concentrates on his remaining graduation requirements. Student has created a Personal Learning Plan that includes work-based learning to fulfill his Global Citizenship requirements. He must also complete one Physical Education course and a Senior Service Project. Fulfilling his graduation requirements will earn him a high school diploma which will stand him in good stead for future employment. The IEP team has agreed that the courses below will support postsecondary goals for Student.

School Year	Grade Level	Courses To Be Taken At least one course must be included to help reach postsecondary goals.
2022-2023	Grade 12	Senior Project, Physical Education, Global Citizenship - Rights of the Employee.

If the student will be reaching age 17 during the duration of this IEP, he/she and their parents must have been notified, in writing, that parental rights will transfer to the student upon reaching the age of 18.

Yes

If not completed in writing, please specify how they were notified: Student will turn 18 in July 2023, after he graduates.

Exemplar IEP #4 (11th grade)

Individualized Education Program Postsecondary Transition Plan Template

Student Name: Student 4

IEP Meeting Date: 9/7/2018

Current Grade Level: 11th

Expected Date of Graduation: 6/18/2020

Student Invitation (*Indicator 13 Element #1*; Evidence the student was invited to the IEP meeting and date of invitation) Allison was invited to the IEP meeting on 8/27/18. Allison's parents were also invited on 8/27/18.

Outside Agencies (*Indicator 13 Element #2*)

34 CFR 300.320(b)(3) and 300.622(a)

Outside agencies such as Vocational Rehabilitation (VR) can continue to support the student after they graduate with regard to employment or postsecondary education however, they must be enrolled in VR. If not already enrolled in VR services by grade 12, the student should enroll in order to receive continuing supports related to employment and postsecondary education. It is critical that these key connections are made prior to graduation by inviting the proper outside agencies to the IEP meeting that addresses the transition plan. Examples of other agencies who the IEP team may choose to invite include VT Developmental Disabilities Services, Department for Children and Families, Department of Labor, VT Student Assistance Corp.

Identify evidence that outside agencies were invited (with parental consent) and date of invitation: Allison's Voc Rehabilitation transition counselor, Maisie was invited to the IEP meeting on 8/27/18.

Describe the Coordinated Interagency Linkages and Responsibilities including pre-employment transition services (services provided or paid for from another agency): VR will continue to work with Allison in college offering any additional supports (assistive technology, support getting accommodations) she needs in college.

Assessment Summary for Transition Services Planning (*Indicator 13 Element #3*) 34 CFR 300.320(b)(1)-(2)

Transition Assessments are an ongoing process of collecting data on the individual's strengths, needs, preferences, and interests as they relate to the demands 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 Program (IEP).

Examples of transition assessments: see the [VT AOE website under Secondary Transition](#).

It is recommended that a cumulative record of assessments be maintained.

Date	Transition Assessment Tool	Summary of Results
5/2016	WAIS-R	Allison has strong verbal and nonverbal abilities that will serve her well in her future career.
5/2016	Woodcock Johnson	Allison has strong basic skills in reading, writing and math but will likely benefit from accommodations in college particularly in the form of writing support and extended time on timed assessments.
6/2018	Career Planning Survey	Results of this assessment showcase Allison's interest in teaching and working with children. In talking to Allison, she currently babysits and helps an elementary teacher twice a week afterschool. Her parents report that she has always liked kids and is always the first one to help with her younger cousins and her younger brother!
6/2018	Work Adjustment Survey	Results of this survey show that Allison will be able to effectively adjust to the working conditions and environment involved in teaching and working with students.

1. **Strengths of the student as indicated by formal or informal transition assessments:** Allison is independent and driven by her interest in teaching.
2. **Needs of the student as indicated by formal or informal transition assessments:** Allison sometimes needs additional time for reading comprehension and written expression. She also sometimes needs supports in place for scheduling and planning (executive functioning).
3. **Preferences of the student as indicated by formal or informal transition assessments:** Allison prefers environments where she can connect with others and help them.
4. **Interests of the student as indicated by formal or informal transition assessments:** Allison is interested in teaching students and has a strong interest in child development and learning.

Postsecondary Goals (Indicator 13 Element #4)

34 CFR 300.43 and 300.320(b)

- A. **Education and Training (REQUIRED):** Within one year of graduation, Allison will be enrolled in a bachelor's degree program in teacher education.
- B. **Employment (REQUIRED):** Within one year of graduation, Allison will be enrolled in a teaching degree program getting the training she needs. Within 5 years of high school graduation, Allison will be employed in a full time teaching position.

- C. **Independent Living (When appropriate):** Within one year of graduation, Allison will use a system for organizing her work tasks in order to meet each of her deadlines in college and at work.

Annual IEP Transition Goals (Indicator 13 Element #5)

34 CFR 300.43 and 300.320(b)

Annual Goal(s) for Education and Training (Required):

1. In preparation for the academic demands of college, Allison will improve her reading comprehension by answering literal and inferential questions after reading a non-fiction passage at the 12th grade level with 100% accuracy by 9/1/2019.
2. In order to access college level academics, Allison will write using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling with 100% accuracy based on the district grade level rubric by 9/1/2019.

Progress Review Dates: 11/2018, 1/2019, 4/2019

Annual Goal(s) for Employment (Required): In order to maintain employment after she graduates from high school, Allison will improve her ability to follow through with tasks 90% of the time, to be measured by the following objective – Allison will independently use a planner to track class work and projects 90% of the time by 6/1/2019. The completed planner will serve as evidence of completion of the goal.

Progress Review Dates: 11/2018, 1/2019, 4/2019

Annual Goal(s) Independent Living (if there is a Postsecondary goal): By 9/1/2019 Allison will submit completed assignments on time in all of her classes 100% of the time as reported by her teachers. Note- The IEP team is suggesting that executive functioning is a key skill area for Allison. Submitting assignments on time 100% of the time is a critical skill that will help Allison meet her postsecondary goals.

Progress Review Dates: 11/2018, 1/2019, 4/2019

Are postsecondary goals updated annually? (Indicator 13 Element #6) **Yes**

Transition Services (Indicator 13 Element #7)

34 CFR 300.320(b)(2) and 300.43(a)

It is recommended that a cumulative record of transition services be maintained.

Describe the transition services for each domain below. Transition services enable and promote the student's progress toward meeting annual and postsecondary goals. List the transition services your school is providing during the current IEP to help the student meet their postsecondary goals. Common examples include: job coaching, career exploration services, transportation training. See the [VT Indicator 13 Technical Assistance Sheet](#) for more examples.

Transition Services for Education and Training (Required): Meetings with her guidance counselor to ensure she is on track for graduation and also taking the correct courses that will

allow her to go into a pre-service teaching program post high school. Specially designed instruction to support writing development.

Position Responsible: Guidance counselor and special ed case manager

Start Date: 9/8/2018

End Date: 6/1/2019

Transition Services for Employment (Required): Community based instructional experiences related to planning and delivering lessons in a preschool or kindergarten classroom.

Position Responsible: Case Manager

Start Date: 9/8/2018

End Date: 6/1/2019

Transition Services for Independent Living (Required): Ongoing coaching to develop an organizational system to support planning and completing of on-time assignments.

Position Responsible: Case Manager

Start Date: 9/8/2018

End Date: 6/1/2019

Course of Study (Indicator 13 Element #8):

34 CFR 300.320(b)(2)

A description or narrative of coursework necessary to achieve the student's desired postsecondary goals, from the student's current to anticipated exit year. If the student ever moves this helps the new school implement appropriate courses.

School Year	Grade Level	Courses To Be Taken At least one course must be included to help reach postsecondary goals.
	Grade 9	
	Grade 10	
2018/2019	Grade 11	Driver's ed, Child development, Psychology I, English, Algebra II, PE, Chemistry, Work-based learning internship with pre school
2019/2020	Grade 12	Psychology II, Work-based learning internship with Kindergarten students, English II, STEM

If the student will be reaching age 17 during the duration of this IEP, he/she and their parents must have been notified, in writing, that parental rights will transfer to the student upon reaching the age of 18. Yes

If not completed in writing, please specific how they were notified: