



Developing Compliant Transition Plans

Office of Special Services and Inclusive Education
Federal Monitoring, Supervision and Support

Updated January 2024



Colette Sullivan
Federal Programs Coordinator



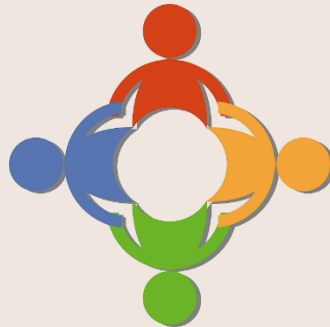
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AGENDA:

- Introductions and Getting Started
- What is the B13 Indicator?
- B13 Specific Training
- Case Study
- Checklist
- FAQs
- Resources



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Eligibility

IDEA Eligibility to Age 22

LD 98 / Chapter 450 codified the change in Ending Age for Special Education eligibility effective October 25, 2023.



What is B13?



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What is B13?



B13 is one of 17
Federal
Indicators.

<https://ideadata.org/sites/default/files/media/documents/2022-06/IDC%20Laminated%20Cards%200%282%29.pdf>

IDC | IDEA DATA CENTER | Collect, Report, Analyze, and Use High-Quality Part B Data

Part B FFY 2020–2025 SPP/APR

1. **Graduation.** % of youth with IEPs graduating with regular diploma.
2. **Dropout.** % of youth with IEPs dropping out.
3. **Assessment.** (A) Participation rate for children with IEPs, (B) Proficiency rate for children with IEPs against grade-level academic achievement standards, (C) Proficiency rate for children with IEPs against alternate academic achievement standards, (D) Gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards.
4. **Suspension and Expulsion.** (A) % of LEAs with significant discrepancy, (B) % of LEAs with significant discrepancy by race/ethnicity.
5. **Educational Environments.** % of children with IEPs, age 5 and enrolled in kindergarten and ages 6–21, served (A) Inside regular class 80% or more of day; (B) Inside regular class less than 40% of day; (C) In separate schools, residential facilities, or homebound/hospital placements.
6. **Preschool Environments.** % of children with IEPs, ages 3, 4, and 5 who are enrolled in a preschool program, (A) Receiving majority of special education and related services in regular early childhood program; (B) Attending separate special education class, separate school, or residential facility; (C) Receiving special education and related services in the home.
7. **Preschool Outcomes.** % of preschool children ages 3–5 with IEPs with improved (A) Positive social-emotional skills, (B) Acquisition and use of knowledge and skills, (C) Use of appropriate behaviors to meet their needs.
8. **Parent Involvement.** % of parents who report that the school facilitated parent involvement.
9. **Disproportionate Representation.** % of districts with disproportionate representation of racial/ethnic groups due to inappropriate identification.
10. **Disproportionate Representation in Specific Disability Categories.** % of districts with disproportionate representation of racial /ethnic groups in specific disability categories due to inappropriate identification.
11. **Child Find.** % of children evaluated within 60 days of parental consent for initial evaluation or state time frame.
12. **Early Childhood Transition.** % of children found Part B eligible with IEP implemented by 3rd birthday.
13. **Secondary Transition.** % of youth ages 16+ with measurable, annually updated IEP goals and appropriate transition assessment, services, and courses.
14. **Post-School Outcomes.** % of youth with IEPs, no longer in school, (A) Enrolled in higher education; (B) Enrolled in higher education or competitively employed; (C) Enrolled in higher education, other postsecondary education, or training program or competitively employed or in some other employment, within one year of leaving high school.
15. **Resolution Sessions.** % of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
16. **Mediation.** % of mediations held resulting in mediation agreements.
17. **State Systemic Improvement Plan.** SPP/APR includes comprehensive, ambitious, yet achievable multi-year SSIP, with stakeholder engagement in all phases, for improving results for children with disabilities.



What is B13?



Indicators are measures of compliance and effectiveness of a state's implementation of the Individuals with Disabilities Education Act (IDEA).

B13 looks at percent of youth ages 16+ with measurable, annually updated IEP goals and appropriate transition assessment, services and courses.

<https://ideadata.org/sites/default/files/media/documents/2022-06/IDC%20Laminated%20Cards%20%282%29.pdf>



Why is this important?

The state of Maine reports all B13 data
to OSEP
(Office of Special Education Programs).

This means if any part of a transition
plan is non-compliant, we are required
to report the whole plan as 0%.

Therefore, each component of the
transition plan must meet federal
requirements.



IMPORTANT

Compliance versus Programming



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As a team, we monitor compliance

BUT

programming is so important too!

Compliance versus Programming

**“Promote ambitious
outcomes for youth.”**

- Linda O’Neal

Meaningful Day

Meaningful Day means individualized access for persons with developmental disabilities to support their participation in activities and functions of community life that are desired and chosen by the general population.

https://transitionta.org/wp-content/uploads/docs/il_StudentswithComplexSupportNeeds_2019_10-23.pdf



Meaningful Day

This includes:

- Purposeful and meaningful work
- Substantial and sustained opportunity for optimal health
- Self-empowerment and personalized relationships
- Skill development and/or maintenance
- Employment, educational, social and community inclusion activities that are directly linked to the individual's vision, goals and desired personal outcomes



Meaningful Day



<https://slideplayer.com/slide/12034051/>

Meaningful Day

How to Live a Meaningful Life: 10 Inspiring Ideas to Find Meaning

1. Know what's important to/for you
2. Pursue your passion
3. Discover your life's purpose
4. Be self-aware
5. Focus
6. Spend money on people more than things
7. Live with compassion
8. Find a way to give back
9. Simplify your life
10. Set daily goals



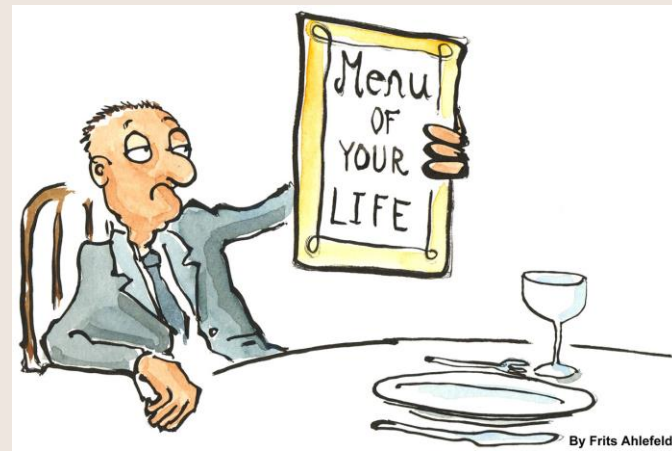
David Loker -

[https://www.lifehack.org/articles/lifestyle/
10-ways-to-live-a-more-meaningful-life.html](https://www.lifehack.org/articles/lifestyle/10-ways-to-live-a-more-meaningful-life.html)



Meaningful Day

Tell us in the Chat Box
something that makes life
meaningful to You?



Meaningful Day

Everybody deserves the opportunity to live a life that is meaningful to them.



Meaningful Day

The Big Picture: Guiding Questions

Ask yourself:

- What is it that you are **actually doing to support** this student/youth?
- What **assessments** are being used?
- How are you **applying** the results?
- Are activities & services **meaningful**?
- Will what you are doing really **help the student** to achieve his/her postsecondary goals and to enjoy a quality of life/Meaningful Day?



https://transitionta.org/wp-content/uploads/docs/il_StudentswithComplexSupportNeeds_2019_10-23.pdf

Questions



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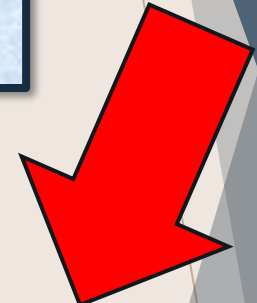
B13 Specific Training



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IEP - Section 3

If Section 3J is YES, our guidance would be to go to Section 9 of the IEP and complete the Transition Plan PRIOR to the development of the rest of the IEP.



POST-SECONDARY TRANSITION	
J. Is the child in 9 th grade or above OR is the child 16 years old or older?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
i. If yes, Section 9 should be completed before completing the remainder of the IEP.	

IEP - Section 9 - Transition Plan

Child's Name:	Date of Birth:
9. POST-SECONDARY TRANSITION PLAN	
This section must be completed for each IEP, during, but not later than 9 th grade or age 16, whichever comes first. This section must be updated annually (MUSER IX.3(A)(1)(h)).	IDEA 300.102(a)(3)(i)-(iii) – Limitation to FAPE – NOTE: Graduation with a regular diploma will permanently end entitlement to a free appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and Maine's Unified Special Education Regulations. Therefore, after graduation, this child will no longer be entitled to receive special education and related services.
A. Projected Date of Graduation/Program Completion:	
B. List of Transition Assessments Completed:	
C. In the case of the child not attending the meeting, document efforts made (prior to the IEP meeting) to obtain the child's post-secondary preferences and interests:	
D. Measurable Post-Secondary Goals (MUSER IX.3.(A)(1)(h)(i)) Goals must be based on current age-appropriate transition assessments.	
Education/Training Goal After graduation, <u>child's name</u> , will <u>education/training goal</u> .	
Employment Goal After graduation, <u>child's name</u> , will <u>employment goal</u> .	
Independent Living Skill Goal (when appropriate) After graduation, <u>child's name</u> , will <u>independent living skill</u> .	
E. Planned Course of Study (MUSER IX.3.(A)(1)(h)(ii)) The class schedule must be multi-year (through exit), specific, individualized, and directly linked to the post-secondary goals. Course of Study must address all post-secondary goals that are identified for the child.	
F. Transition Services and Activities (MUSER IX.3(A)(1)(h)(iii)) Describe the activities provided by the adults in the school and in the community, that will enable and promote the child's progress toward meeting annual and post-secondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child's needs. Transition services and activities should be specific and individualized.	
Education/Instruction and Related Services:	
Career/Employment and Other Post-Secondary Adult Living Objectives:	
Community Experiences:	
If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation:	
G. Agencies Responsible to Provide and/or Pay for Services (MUSER IX.3.E.(1)(2)) What agency linkages, if any, have been made? Written parental consent must be obtained prior to the IEP meeting invitation of any agency or organization that is likely to be responsible for providing or paying for transition services.	

IEP - Section 9

9. POST-SECONDARY TRANSITION PLAN

This section must be completed for each IEP, during, but not later than 9th grade or age 16, whichever comes first. This section must be updated annually (MUSER IX.3(A)(1)(h)).

IDEA - Age 16

MUSER - No later than 9th Grade



Planning



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IEP - Section 9

Post-Secondary plans are only for those children with a disability beginning during their 9th grade year.

However, research continues to show that beginning transition planning earlier results in better post-secondary outcomes for children with disabilities.



To develop compliant and effective
post-secondary transition plans you
must

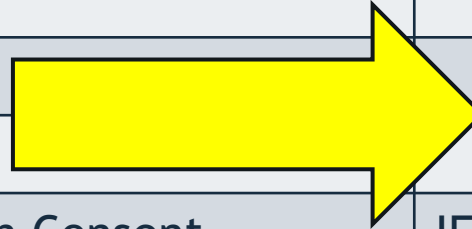
SHOW MOVEMENT

B13 Components

Components of Transition Plan

Where

Purpose of Meeting
Child Invited to Meeting



Advance Written Notice
Advance Written Notice

Agency Invited with Parents PRIOR Written Consent

IEP 9G and Parental Consent Form

Post-Secondary Goals Updated Annually

Written Notice

Post-Secondary Goals Based on Age-Appropriate Assessments

IEP Section 9B

Measurable Post-Secondary Goals in Education/Training

IEP Section 9D and Section 5

Measurable Post-Secondary Goals in Employment

IEP Section 9D and Section 5

Measurable Post-Secondary Goals in Independent Living

IEP Section 9D and Section 5

Course of Study

IEP Section 9E

Transition Services (NOT “Child will...” statements)

IEP Section 9F

B13 Components

Components of Transition Plan

Where

Purpose of Meeting

Advance Written Notice

The purpose(s) of the meeting is:

- Initial referral/eligibility (MUSER IV.2.D.)
- Annual review and other IEP program/placement changes including graduation (MUSER XV) and revocation of consent for continued placement (MUSER XV)
- IFSP annual or 6-month review (MUSER VI.1.B.)
- Evaluation/re-evaluation (MUSER V.1.A(4)(i) & .3.D.)
- Post-secondary goals and transition services (MUSER IX.3.A(1)(h))**
- Transfer student (MUSER IX.3.B(5)(a)(i) and (ii))
- CDS/public school transition (MUSER VI.2.C(2))
- Transition from Part C to Part B (MUSER VI.2.C(1))
- Parent Request
- Other (e.g., MUSER IX.1.B or MUSER IX.3.D(1)(a))

B13 Components

<u>Components of Transition Plan</u>	<u>Where</u>
Child Invited to Meeting	Advance Written Notice

Dear **Mr. and Mrs Doe and Johnny,**

An IEP/IFSP Team meeting has been scheduled for:

Date:	9/1/2024
Time:	8:00 am
Location:	Pretend Elementary School

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B13 Components

<u>Components of Transition Plan</u>	<u>Where</u>
Purpose of Meeting	Advance Written Notice
Child Invited to Meeting	Advance Written Notice
Agency Invited with Parents PRIOR Written Consent	IEP 9G and Parental Consent Form
Post-Secondary Goals Updated Annually	Written Notice
Post-Secondary Goals Based on Age-Appropriate Assessments	IEP Section 9B
Measurable Post-Secondary Goals in Education/Training	IEP Section 9D and Section 5
Measurable Post-Secondary Goals in Employment	IEP Section 9D and Section 5
Measurable Post-Secondary Goals in Independent Living	IEP Section 9D and Section 5
Course of Study	IEP Section 9E
Transition Services (NOT “Child will...” statements)	IEP Section 9F

IEP - Section 9G

G. Agencies Responsible to Provide and/or Pay for Services (MUSER IX.3.E.(1)(2))

What agency linkages, if any, have been made? Written parental consent must be obtained prior to the IEP meeting invitation of any agency or organization that is likely to be responsible for providing or paying for transition services.

- **Vocational Rehabilitation**

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G. The IEP Team must identify any potential adult service agencies that are necessary to facilitate the implementation of post-secondary goals.

- **If the SAU determines that outside agency services are necessary:**
 - List in this section of the IEP the agencies that have agreed to be responsible to provide or fund services in the coming year.
 - Prior to inviting any agencies, the school must obtain written prior consent from the parent or adult student using the **Consent to Invite Outside Agencies** form. This form must be retained by the SAU in the child's educational record and the process repeated before every post-secondary transition meeting.
 - If a family or adult student decline to give written consent to invite an agency, it should be noted in this section and clearly documented in the Written Notice.
 - Example: "Child and family have been informed of agency connections and potential benefits of services but decline to pursue services at this time."
 - Once an agency connection has been identified and the school has obtained the appropriate written consent to invite the agency, invitations to the appropriate agencies should be extended via the **Advance Written Notice**.
 - If a representative from the agency is unable to attend, the school must ensure that the parents/child understand the need to connect with the agency. Since actual eligibility for services from most agencies involves unique intake processes, schools must make an effort to assist parents and children in compiling the necessary eligibility information.
- **If the SAU determines that outside agency services are NOT necessary**
 - If an adult service agency is NOT currently needed due to the child's age, current needs for such services, or other factors, provide a simple explanation of why agency connections are not necessary.
 - Examples of this documentation include:
 - "Child is not currently eligible for services related to this post-secondary goal at this time."
 - "Child does not require services from outside agencies at this time."
 - "Child is too young for services from adult agencies at this time."
 - "NA"

B13 Components



Parental Consent to Invite Other Agencies to IEP Meetings Secondary Transition – Post-Secondary Goals and Transition Services

Maine Unified Special Education Regulations (MUSER VI(2)(c)(3)(e))

Date of Meeting:			SAU:	
Child's Name:			School:	
Date of Birth:		Grade:	School Phone:	
Parent/Guardian Name:			School Address:	
Parent/Guardian Address:			City, State Zip:	
Parent/Guardian City, State Zip:			School Contact:	

Date given/mailed to parent: _____
Date received back from parent: _____

Dear ,

An IEP team meeting will be scheduled for your child in the near future.

One of the purposes of the meeting will be to discuss your or your child's post-secondary goals, and address the transition services that support those goals. The following list identifies the agencies other than the school that we believe should be invited to this meeting, and the basic reasons why we feel it is important to invite them. **Please check the appropriate box (yes or no) indicating whether you give consent to invite each of the listed agencies to this meeting and sign below.**

Agency to be invited (e.g., Voc. Rehab)	Reason (e.g., employment supports)	Consent	
		YES	NO

I understand the basic reason(s) for inviting the agencies listed above. I understand that my consent, if given, is voluntary. I further understand that this consent form is required for each meeting where post-secondary planning is discussed.

Parent/Guardian Signature _____ Date

Enclosures may be included within this document and recorded below:

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9G and Parental Consent

To the extent appropriate, with the consent of the parents or the child who has reached age of majority, in implementing the requirements of (c) above, the **public agency must invite** a representative of any participating agency that is likely to be responsible for providing or paying for transition services. [34 CFR 300.321(b)(3)]

- **Document parent consent or lack of consent using the Parental Consent to Invite Other Agencies form**



Parental Consent to Invite Other Agencies to IEP Meetings Secondary Transition – Post-Secondary Goals and Transition Services

Maine Unified Special Education Regulations (MUSER VI(2)(c)(3)(e))

Date of Meeting:		SAU:	
Child's Name:		School:	
Date of Birth:	Grade:	School Phone:	
Parent/Guardian Name:		School Address:	
Parent/Guardian Address:		City, State Zip:	
Parent/Guardian City, State Zip:		School Contact:	

Date given/mailed to parent:
 Date received back from parent:

Dear ,
 An IEP team meeting will be scheduled for your child in the near future.
 One of the purposes of the meeting will be to discuss your or your child's post-secondary goals, and address the transition services that support those goals. The following list identifies the agencies other than the school that we believe should be invited to this meeting, and the basic reasons why we feel it is important to invite them. **Please check the appropriate box (yes or no) indicating whether you give consent to invite each of the listed agencies to this meeting and sign below.**

Agency to be invited (e.g., Voc. Rehab)	Reason (e.g., employment supports)	Consent	
		YES	NO

I understand the basic reason(s) for inviting the agencies listed above. I understand that my consent, if given, is voluntary. I further understand that this consent form is required for each meeting where post-secondary planning is discussed.

 Parent/Guardian Signature Date

Enclosures may be included within this document and recorded below:



B13 Components

Components of Transition Plan

Where

Agency Invited with Parents PRIOR Written Consent

IEP 9G and Parental Consent Form

Parental Consent (or consent from a student who has reached age of majority) is needed to invite an outside agency.

- This consent is needed prior to Advanced Written Notice for the Transition Meeting
- This consent is needed for every meeting where Transition Planning is discussed

B13 Components

Components of Transition Plan

Where

Agency Invited with Parents PRIOR Written Consent

IEP 9G and Parental Consent Form

Name and Position

1. Mrs. Red – Director of Special Education
2. Mrs. Brown – Special Education Case Manager
3. Mrs. Blue – Mother
4. Mr. Blue – Father
5. Johnny Blue – Student
6. Mrs. Orange – Mathematics Teacher
7. Mr. Purple – Vocational Rehab Counselor (invited by Parents)

Parents can invite whoever they want. If parents invite outside agencies, clearly document on the Written Notice.

However, the **public agency must invite** a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

B13 Components

<u>Components of Transition Plan</u>	<u>Where</u>
Purpose of Meeting	Advance Written Notice
Child Invited to Meeting	Advance Written Notice
Agency Invited with Parents PRIOR Written Consent	IEP 9G and Parental Consent Form
Post-Secondary Goals Updated Annually	Written Notice
Post-Secondary Goals Based on Age-Appropriate Assessments	IEP Section 9B
Measurable Post-Secondary Goals in Education/Training	IEP Section 9D and Section 5
Measurable Post-Secondary Goals in Employment	IEP Section 9D and Section 5
Measurable Post-Secondary Goals in Independent Living	IEP Section 9D and Section 5
Course of Study	IEP Section 9E
Transition Services (NOT “Child will...” statements)	IEP Section 9F



Components of Transition Plan

Post-Secondary Goals Updated Annually

Where

Written Notice

Written Notice must be given in accordance with MUSER Appendix 1, 34 CFR 300.503 for:

<input type="checkbox"/>	Initial referral/eligibility(MUSER IV.2.D)
<input type="checkbox"/>	Annual review and other IEP program/placement changes including graduation and revocation of consent for continued placement(MUSER XV)
<input type="checkbox"/>	IFSP annual or 6-month review (MUSER VI.1.B.)
<input type="checkbox"/>	Evaluation/re-evaluation (MUSER V.1.A (4)(j) & V.3.D.)
<input checked="" type="checkbox"/>	Post-secondary goals and transition services(MUSER IX.3.A(1)(h))
<input type="checkbox"/>	Transfer student(MUSER IX.3.B(5)(a)(i) and (ii))
<input type="checkbox"/>	CDS/public school transition(MUSER VI.2.C(2))
<input type="checkbox"/>	Transition from Part C to Part B(MUSER VI.2.C(1))
<input type="checkbox"/>	Consent for Initial Placement(MUSER V.1.A(4)(a)(ii))
<input type="checkbox"/>	Amendments after the annual IEP meeting(MUSER IX.3.C(4))
	Other (e.g., MUSER IX.1.B or MUSER IX.3.D(1)(a))

5. Describe any other factors that are relevant to the SAU's proposed or refused action(s) described above:

The Team reviewed and updated Transition Goals.



IEP - Section 9A

9. POST-SECONDARY TRANSITION PLAN

This section must be completed for each IEP, during, but not later than 9th grade or age 16, whichever comes first. This section must be updated annually (MUSER IX.3(A)(1)(h)).

IDEA 300.102(a)(3)(i)-(iii) – Limitation to FAPE – NOTE: Graduation with a regular diploma will permanently end entitlement to a free appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and Maine’s Unified Special Education Regulations. Therefore, after graduation, this child will no longer be entitled to receive special education and related services.

A. Projected Date of Graduation/Program Completion: **Month/Year**

IEP - Section 9A

- Record the Month and Year of anticipated graduation or departure from High School.
- If the student becomes credit deficient, this date can change.
- Planning beyond Year 4 needs to begin as early as possible.
- Document the IEP Team discussion clearly in the Written Notice.



B13 Components

<u>Components of Transition Plan</u>	<u>Where</u>
Purpose of Meeting	Advance Written Notice
Child Invited to Meeting	Advance Written Notice
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Course of Study	IEP Section 9E
Transition Services (NOT “Child will...” statements)	IEP Section 9F



IEP - Section 9B

<u>Components of Transition Plan</u>	<u>Where</u>
Post-Secondary Goals Based on Age-Appropriate Assessments	IEP Section 9B

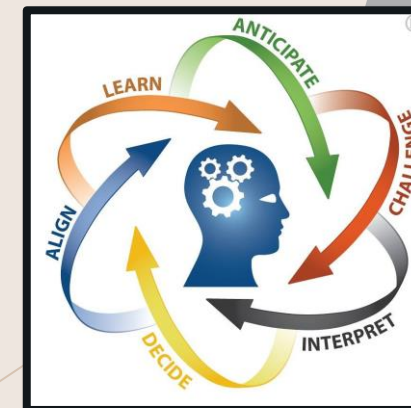
B. List of Transition Assessments Completed:

Informal student interview (2021)

Career interest inventory (2022)

Classroom observation (2022)

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IEP - Section 9B

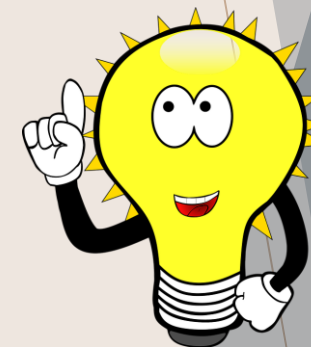
<u>Components of Transition Plan</u>	<u>Where</u>
Post-Secondary Goals Based on Age-Appropriate Assessments	IEP Section 9B

<u>Acceptable Transition Assessments</u>	<u>Assessments without Transition Components</u>
SATs PSATs ASVAB Accuplacer	NWEAs MEAs WISC-V WIAT-III WJ-IV Curriculum Based Measures

IEP - Section 9B

<u>Components of Transition Plan</u>	<u>Where</u>
Post-Secondary Goals Based on Age-Appropriate Assessments	IEP Section 9B

A summary of completed Transition Assessments can be included in Section 4A of the IEP - Results of All Evaluations.



This shows **MOVEMENT** towards post-secondary goals.



This is **OPTIONAL** but recommended.

IEP - Section 9B

Components of Transition Plan

Where

Post-Secondary Goals Based on Age-Appropriate Assessments

IEP Section 9B

4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MUSER IX.3.C.(1))

A. Results of all initial evaluations or most recent evaluations of the child:

Evaluations completed by Jane Doe on 10/15/22 and 10/17/22:

BASC, administered 10/12/2022

- Hyperactivity T Score 80 – Elevated**
- Attention Problems T Score 70 – Elevated**
- Withdrawal T Score 65 – Elevated**

Woodcock Johnson, administered 10/12/2022

- Passage Comprehension SS 98 – High Average**
- Math Calculation SS 72 – Low**
- Written Expression SS 70 – Low**
- Writing Fluency SS 78 – Low**
- Word Attack SS 79 – Low**

January 2023 –

Career Interest Inventory: The results show that child enjoys hands on projects and is good with technology. This supports their continued exploration of carpentry.

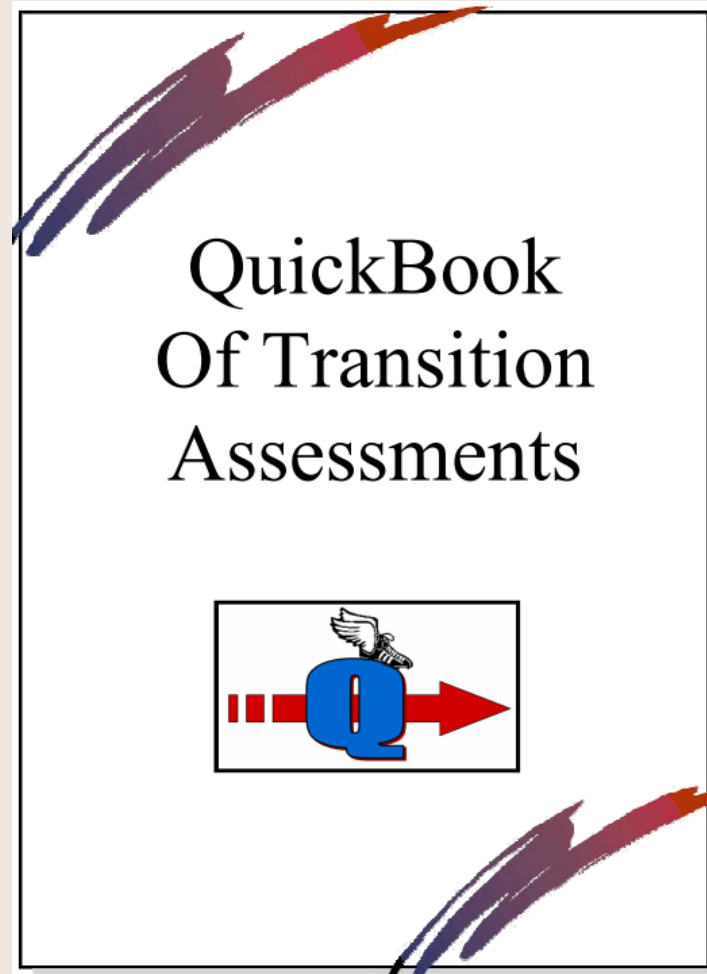
Informal Student Interview: Student said they'd like to go to technical school to study carpentry. They have family in this field, and they have done work with them. Student enjoys carpentry projects and will explore further in vocational classes.



IEP - Section 9B

**We have a list of Assessments
that we are working to get onto
the OSSIE Website.**

QuickBook of Transition Assessments



https://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf



IEP - Section 9C

Include a statement that documents if the student did attend.

If they did not attend, document the date(s) when the teacher met with them to discuss their post-secondary interests.

C. In the case of the child not attending the meeting, document efforts made (prior to the IEP meeting) to obtain the child's post-secondary preferences and interests:

Student attended the IEP meeting.

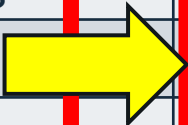
OR

C. In the case of the child not attending the meeting, document efforts made (prior to the IEP meeting) to obtain the child's post-secondary preferences and interests:

Student did not attend the IEP meeting but did meet with teacher on 5/13/23 and post-secondary interests were discussed.

B13 Components

<u>Components of Transition Plan</u>	<u>Where</u>
Purpose of Meeting	Advance Written Notice
Child Invited to Meeting	Advance Written Notice
Agency Invited with Parents PRIOR Written Consent	IEP 9G and Parental Consent Form
Post-Secondary Goals Updated Annually	Written Notice
Post-Secondary Goals Based on Age-Appropriate Assessments	IEP Section 9B
Measurable Post-Secondary Goals in Education/Training	IEP Section 9D and Section 5
Measurable Post-Secondary Goals in Employment	IEP Section 9D and Section 5
Measurable Post-Secondary Goals in Independent Living	IEP Section 9D and Section 5
Course of Study	IEP Section 9E
Transition Services (NOT “Child will...” statements)	IEP Section 9F



IEP - Section 9D

Education/Training Goal -

Document the formal and/or informal training the student will receive after High School that enables them to make progress towards a career in their chosen field.

This *is* written as “will” statements.

D. Measurable Post-Secondary Goals (MUSER IX.3.(A)(1)(h)(i)) Goals must be based on current age-appropriate transition assessments.
Education/Training Goal After graduation, <u>child's name</u> , will <u>education/training goal</u> .
Employment Goal After graduation, <u>child's name</u> , will <u>employment goal</u> .
Independent Living Skill Goal (when appropriate) After graduation, <u>child's name</u> , will <u>independent living skill</u> .

Take the Education/Training Goal and make a statement about Employment.

Education/Training Goal and Employment should be in Alignment.

IEP - Section 9D

Independent Living Goal -

When discussing this, what would it look like if the student lived independently?

Consider:

- Hygiene
- Budgeting/Bills
- Cleaning
- Cooking
- Support Services



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D. Measurable Post-Secondary Goals (MUSER IX.3.(A)(1)(h)(i))

Goals must be based on current age-appropriate transition assessments.

Education/Training Goal

After graduation, child's name, will education/training goal.

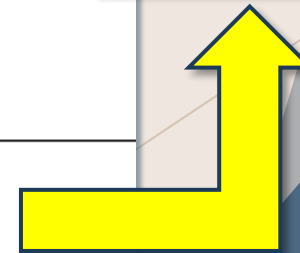
Employment Goal

After graduation, child's name, will employment goal.

Independent Living Skill Goal (when appropriate)

After graduation, child's name, will independent living skill.

Depending on the student, this may be blank.



IEP - Section 9D

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D. Measurable Post-Secondary Goals (MUSER IX.3.(A)(1)(h)(i))

Goals must be based on current age-appropriate transition assessments.

Education/Training Goal

After graduation, child's name, will education/training goal.

XXXXX will attend a 4 year college or university to study marketing.

Employment Goal

After graduation, child's name, will employment goal.

XXXXX will work in the field of marketing.

Independent Living Skill Goal (when appropriate)

After graduation, child's name, will independent living skill.

XXXXX will live independently and will access mental health supports in his community with support from his parents.

IEP - Section 9D

What if the child wants to be a professional video gamer?

Allow them the opportunity to:

- develop career exploration skills
 - resume development, interview practice, etc.
- job shadow
 - follow someone who is in that field
 - what do they do?
- interview someone in that field
- find relatable jobs
 - Game tester
 - Game designer



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IEP - Section 9 to Section 5

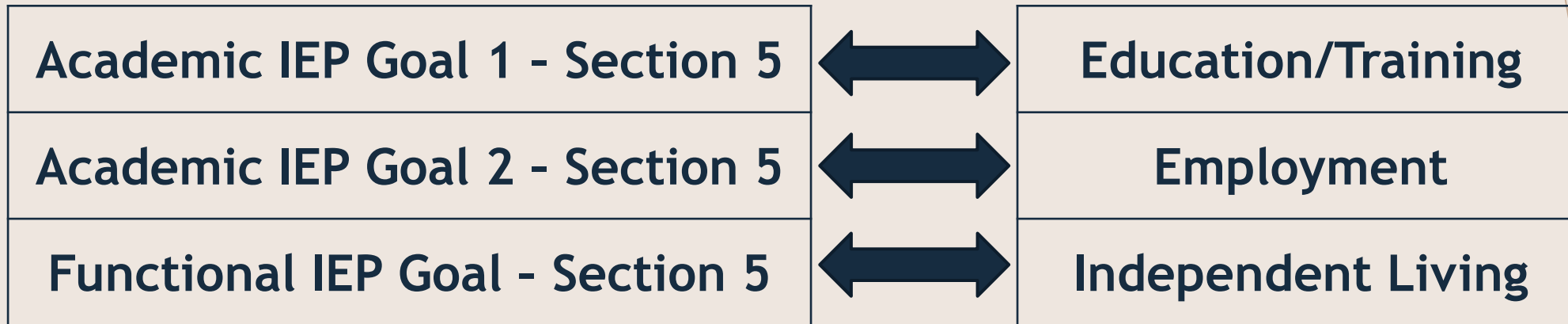
There must be alignment to at least ONE annual goal that addresses the post-secondary goals.

You would not create a stand-alone Transition Goal.

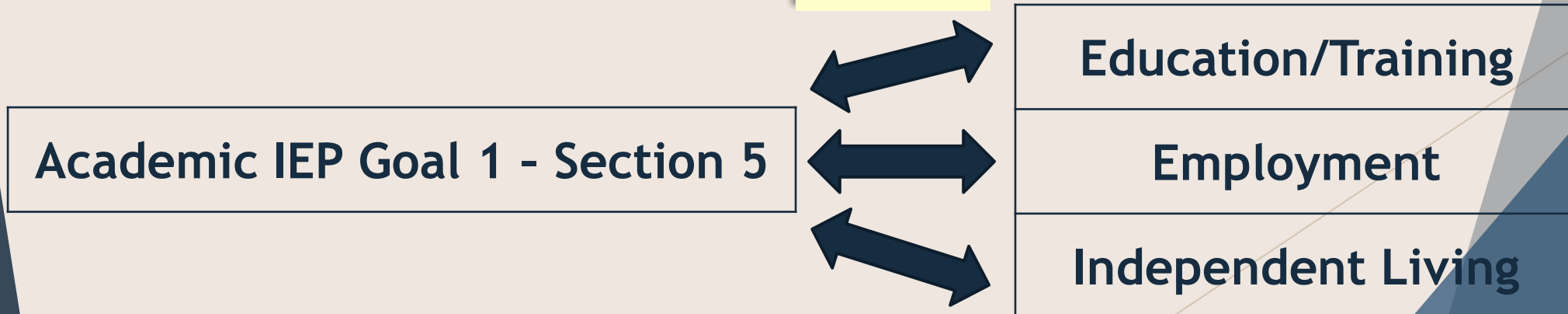
It is best practice to attach to an existing goal.



IEP - Section 9 to Section 5



OR



IEP - Section 9 to Section 5

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

By date, given service, child's name will skill as measured by evidence.

By 11/2/2023, given SDI in writing and in preparation for a career in marketing, XXXXX will write informative essays to examine complex concepts through organized analysis of content with 90% accuracy, as measured by work samples, data collection, teacher observation or similar. MLR W.9

This academic goal was already in place to address this student's skill deficits in writing.

It made sense to align this goal to post-secondary Education/Training and Employment.



IEP - Section 9 to Section 5

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

By date, given service, child's name will skill as measured by evidence.

By 12/1/2023, given Social Work services and in preparation for attending a 4 year college or university to study marketing, XXXXX will work on managing their anxiety by using techniques learned during social work sessions (deep breathing, take a break, fidgets, or similar) 8 out of 10 trials, as measured by data collection, teacher observation and social work sessions.

This functional goal was already in place to address this student's anxiety. It made sense to align this goal to post-secondary Education/Training and Employment.



B13 Components

<u>Components of Transition Plan</u>	<u>Where</u>
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Measurable Post-Secondary Goals in Independent Living	IEP Section 9D and Section 5
Course of Study	IEP Section 9E
Transition Services (NOT “Child will...” statements)	IEP Section 9F

IEP - Section 9E

<u>Components of Transition Plan</u>	<u>Where</u>
Course of Study	IEP Section 9E

E. Planned Course of Study (MUSER IX.3.(A)(1)(h)(ii))

The class schedule must be multi-year (through exit), specific, individualized, and directly linked to the post-secondary goals. Course of Study must address all post-secondary goals that are identified for the child.

2022-2023: English 9, Algebra1, World History 1, Ecology/Earth Science, Art, PE, Spanish

2023-2024: English 10, Geometry, U. S. History, Biology, Band, Spanish II, Health

2024-2025: English 11, Algebra II, World History II, Introduction to Business, Carpentry I

2025-2026: English 12, Financial Math, Independent Study (Intro. To Marketing), Carpentry II

**Procedural Manual
Page 39-40**

IEP - Section 9E

<u>Components of Transition Plan</u>	<u>Where</u>
Course of Study	IEP Section 9E

Course of Study

- Tailor to the student and their identified post-secondary goals
- Should be multi-year through exit of High School
- If student enters mid HS career, make it current status to exit date
- Do not write **ELECTIVES**, document course name that the student chooses
- It is okay to amend this as you move through it
- Be more specific than “Child will complete graduation requirements.”

B13 Components

<u>Components of Transition Plan</u>	<u>Where</u>
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Transition Services (NOT “Child will...” statements)	IEP Section 9F

IEP - Section 9F

<u>Components of Transition Plan</u>	<u>Where</u>
Transition Services (NOT “Child will...” statements)	IEP Section 9F

F. Transition Services and Activities (MUSER IX.3(A)(I)(h)(ii))

Describe the activities provided by the adults in the school and in the community, that will enable and promote the child’s progress toward meeting annual and post-secondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child’s needs. Transition services and activities should be specific and individualized.

Education/Instruction and Related Services:

Career/Employment and Other Post-Secondary Adult Living Objectives:

Community Experiences:

If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation:

**Procedural Manual
Page 40-41**



IEP - Section 9F

<u>Components of Transition Plan</u>	<u>Where</u>
Transition Services (NOT “Child will...” statements)	IEP Section 9F



<p>F. Transition Services and Activities (MUSER IX.3(A)(1)(h)(ii)) Describe the activities provided by the adults in the school and in the community, that will enable and promote the child’s progress toward meeting annual and post-secondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for the child’s needs. Transition services and activities should be specific and individualized.</p>	
<p>Education/Instruction and Related Services:</p> <ul style="list-style-type: none">• Speech/Language services (2020-2023)• Specially Designed Instruction (2023)• Intro to Business class (2022)• Financial Math class (2023)	
<p>Career/Employment and Other Post-Secondary Adult Living Objectives:</p> <ul style="list-style-type: none">• Registering to vote• Job site training• Internship• Filing taxes• Accessing medical services	
<p>Community Experiences:</p> <ul style="list-style-type: none">• Boy Scouts (2021-2023)• Volunteer at animal shelter (2023)• Currently employed with satisfactory employment evaluations (2020-2023)	
<p>If Appropriate, Daily Living Skills and/or Functional Vocational Evaluation:</p> <ul style="list-style-type: none">• Primary caregiver for family dog (2022-2023)• Maintaining home/chores• Preparing meals	

Our guidance is to document this information in BULLET form. No “Child will...” or “Child is...” statements



IEP - Section 9F

<u>Components of Transition Plan</u>	<u>Where</u>
Transition Services (NOT “Child will...” statements)	IEP Section 9F

	<u>Transition Services and Activities ARE</u>	<ul style="list-style-type: none">• services and activities that occur during the life of the IEP• provided by the adults in the school or community• intended to help the student focus on what they want to do• able to show movement when previous years services are left on subsequent IEPs
	<u>Transition Services and Activities ARE NOT</u>	<ul style="list-style-type: none">• written as “Child will...” statements• to include future services or activities

IEP - Section 10

10. AGE OF MAJORITY (IDEA 300.320(c)) – Transfer of Rights at Age of Majority

If the child will turn 17 during the duration of this IEP, the child and parent(s) have been informed of rights at the age of majority (age 18).

- YES Date Informed:
 N/A

Indicate the date the student and parent(s) were informed of the transfer of rights at the age of majority - 18.


This should be completed at or before the IEP meeting for the year the student will turn 17.

This date does NOT change.



- Transition Plans should be Student Centered
- Family Engagement is key
- Assessment - Assessment - Assessment
- Students *must* be invited, and encouraged to attend and participate in their meetings
- Outside agencies who can aid the student in their post-secondary transition planning *must* be part of the IEP Team

Professional Development



**Transition
Planning**

[Go To Modules](#)

Transition Planning Professional Learning

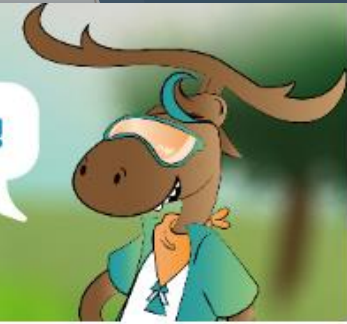




Transition Maine

Please Click Banner to Return Home

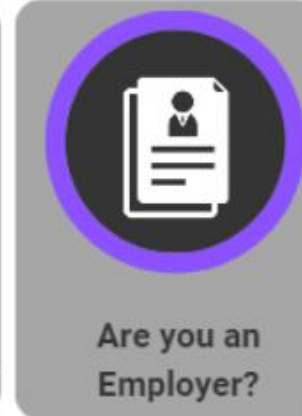
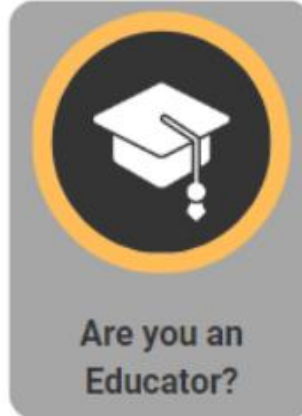
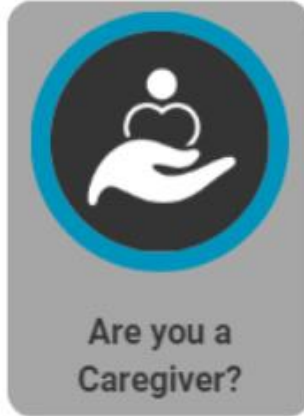
Welcome!



So...What is Transition?

Transition is when you are planning for the changes that come with navigating life after high school and into adulthood!

Click the button below to find resources to support you in transition planning.



<https://www.maine.gov/doe/learning/specialed/transition>



Questions



Checklist



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B13 Checklist

Components of Transition Plan

Where

<u>Components of Transition Plan</u>	<u>Where</u>
Purpose of Meeting	Advance Written Notice
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Course of Study	IEP Section 9E
Transition Services (NOT “Child will...” statements)	IEP Section 9F

B13 Checklist

NSTTAC Indicator 13 Checklist: Form B (Enhanced for Professional Development)

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))

Questions	Postsecondary Goals			
	Training	Education	Employment	Independent Living Skills
1. Is there an appropriate measurable postsecondary goal or goals in this area? <small>Can the goal(s) be counted? Will the goal(s) occur after the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? • If yes to all three guiding questions above, then circle Y OR if a postsecondary goal(s) is (are) not stated, circle N</small>	Y N	Y N	Y N	Y N NA
2. Is (are) the postsecondary goal(s) updated annually? <small>Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? • If yes, then circle Y OR if the postsecondary goal(s) was (were) not updated with the current IEP, circle N</small>	Y N	Y N	Y N	Y N NA
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment? <small>Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? • If yes, then circle Y OR if no, then circle N</small>	Y N	Y N	Y N	Y N
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? <small>Is a type of instruction, related service, community experience, or 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 listed in association with meeting the post-secondary goal(s)? • If yes, then circle Y OR if no, then circle N</small>	Y N	Y N	Y N	Y N
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)? <small>Do the transition services include courses of study that align with the student's postsecondary goal(s)? • If yes, then circle Y OR if no, then circle N</small>	Y N	Y N	Y N	Y N
6. Is (are) there annual IEP goal(s) related to the student's transition services needs? <small>Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If yes, then circle Y OR if no, then circle N</small>	Y N	Y N	Y N	Y N
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? <small>For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? • If yes, then circle Y OR if no, then circle N</small>	Y N	Y N	Y N	Y N
8. If appropriate, is there evidence that 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? <small>For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)? • If yes to both, then circle Y • If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA • If parent or individual student consent (when appropriate) was not provided, circle NA</small>	Y N NA	Y N NA	Y N NA	Y N NA
Does the IEP meet the requirements of Indicator 13? (Circle one)				
Yes (all Ys or NAs for each item [1-8] on the checklist included in the IEP are circled) or No (one or more Ns circled)				

Instructions for Completing NSTTAC Indicator 13 Checklist

1. Is there an appropriate measurable postsecondary goal or goals in this area?

- Find the postsecondary goal(s) for this student
- If there are appropriate measurable postsecondary goals in the areas of Training after high school, and Employment after high school, and (where appropriate) Independent Living Skills after high school and (where appropriate) Independent Living Skills after high school, circle Y in each corresponding column
- If there are no appropriate measurable postsecondary goals in the areas of Training after high school, and Employment after high school, and (where appropriate) Independent Living Skills after high school, circle N in each corresponding column

2. Are the postsecondary goals updated annually?

- If the postsecondary goals for Training, Education, Employment, and where appropriate Independent Living Skills, are documented in the student's current IEP, circle Y in each corresponding column
- If the postsecondary goals for Training, Education, Employment, and where appropriate Independent Living Skills, are not documented in the student's current IEP, circle N in each corresponding column

Prepared by the National Secondary Transition Technical Assistance Center (NSTTAC) September, 2006; updated July, 2009; updated October, 2011; updated May, 2012

These areas related to training and education, and each student's IEP must include postsecondary goal in the area of employment, Revised September 2011, OSEP. Retrieved from <http://idea.ed.gov/explore/view/p.%2Ccror%2Cdynam%2CQaCorner%2C10%2C>

If an IEP team has interpreted training and education as overlapping areas, circle Y in both columns.

If there is misalignment between the student's postsecondary goal(s), based on the information available (e.g., present level of performance, student interests, student preferences), circle N for the misaligned goal area(s) in the appropriate column(s)

If there is a postsecondary goal that addresses Training but it is not measurable or does not appear to be appropriate for the student, circle N in that column

If there is not a postsecondary goal that addresses Education after high school, but it is measurable or does not appear to be appropriate for the student, circle N in that column

If there is a postsecondary goal that addresses Training and a separate postsecondary goal that addresses Education of the two after high school, circle N

If there is not a postsecondary goal that addresses Employment after high school, but it is measurable or does not appear to be appropriate for the student, circle N

If there is a postsecondary goal that addresses Independent Living Skills after high school, but it is not measurable or does not appear to be appropriate for the student, circle N

If there is not a postsecondary goal that addresses Independent Living Skills after high school, circle NA for that column (If NA is circled for Independent Living Skills for #1, please do not respond to questions in this column for questions 2 – 8.)



Case Study



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Case Study

Meet Bill -

- 19 years old
- Receives SDI with an alternate curriculum in a self-contained setting all day
- Receives related services including OT, PT, S/L and nursing
- Fed via G-tube
- Has a tracheotomy and uses a ventilator with oxygen to breathe

Case Study

Bill's Education/Training Goal - IEP Section 9D

Education/Training Goal

After graduation, child's name, will education/training goal.

After completing High School, Bill will participate in an in home or center based program designed to provide habilitative and vocational training with medical and therapeutic supports. Bill will participate in on the job training in using micro switches.

Case Study

Bill's Employment Goal - IEP Section 9D

Employment Goal

After graduation, child's name, will employment goal.

After completing High School, Bill will participate in technologically supported or volunteer workplace with supported job development services through Vocational rehabilitation.

Case Study

Bill's Independent Living Goal - IEP Section 9D

Independent Living Skill Goal (when appropriate)

After graduation, child's name, will independent living skill.

After completing High School, Bill will live at home and participate to the maximum extent possible in his daily routines (feeding, dressing, bathing, activating small appliances, media devices, choice making, etc.) and environment using technology.

Case Study

Bill

D. Measurable Post-Secondary Goals (MUSER IX.3.(A)(1)(h)(i))

Goals must be based on current age-appropriate transition assessments.

Education/Training Goal

After graduation, child's name, will education/training goal.

After completing High School, Bill will participate in an in home or center based program designed to provide habilitative and vocational training with medical and therapeutic supports. Bill will participate in on the job training in using micro switches.

Employment Goal

After graduation, child's name, will employment goal.

After completing High School, Bill will participate in technologically supported or volunteer workplace with supported job development services through Vocational rehabilitation.

Independent Living Skill Goal (when appropriate)

After graduation, child's name, will independent living skill.

After completing High School, Bill will live at home and participate to the maximum extent possible in his daily routines (feeding, dressing, bathing, activating small appliances, media devices, choice making, etc.) and environment using technology.

Case Study

Bill's Strengths - IEP Section 4B

B. Beyond the evaluative information in **4A**, what are the academic, functional, and/or developmental **strengths** of the child?

Bill is curious, stays alert and awake throughout the school day. He enjoys getting verbal and tactile attention from peers and staff. He tolerates position changes on a mat table and allows hand over hand assistance to participate in activities. Bill likes using a switch (with assistance) to activate a variety of devices, including a radio and computer.

Case Study

Bill's Functional Skill Gaps - IEP Section 4D

d. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

- **expressive and receptive communication**
- **independently use a one-button communication device**

These skill deficits impact Bill's ability to interact and communicate effectively with peers and staff.

- **limited fine motor skills**

These skill deficits result in dependency for all care and hand over hand assistance for all activities, which impacts his ability to participate in all activities across the school day.

Case Study

Bill's Functional Goal - IEP Section 5

Present Levels of Functional/Developmental Performance

(MUSER IX.3.A.(1)(a)(i) & (ii):

Bill is currently independently utilizing his augmentative communication device to communicate single words with 20% accuracy.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

By date, given service, child's name will skill as measured by evidence.

By 10/9/2023, given speech/language therapy, Bill will independently and accurately use his augmentative device to communicate YES, to indicate a desire for an item, in preparation for education, employment and independent living, with 50% accuracy as measured by staff observation and data collection.

Progress:

This goal aligns with his Education/Training, Employment and Independent Living Goals in Section 9D of his IEP and will support him in these areas, so the post-secondary language was incorporated into this existing goal.



Frequently Asked Questions



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How do I write a good transition plan for a child is a new 9th grader with an annual in September?

Because MUSER states that the transition plan must be completed for each IEP, during but not later than 9th grade or age 16, whichever comes first (MUSER IX.3(A)(1)h), you can go ahead and have your annual meeting, then state that you will meet again towards the end of the 9th grade school year to complete the Transition Plan once you better know the student.



What if the child wants to be a “Rock Star”?

**Do not discourage the student.
Instead work towards helping them
learn exactly what is involved with
that dream job and expose them to
other related opportunities.**



Why can't I list specific colleges or businesses in a transition plan?

Do not list specific colleges or businesses on a transition plan, because you can not guarantee placement.



Can we include the Parents in Section 9F?

Section 9F is about Transition Services and Activities and is intended to “Describe the activities provided by the adults in the school and in the community that will enable and promote the child’s progress toward meeting annual and post-secondary goals.”

Our guidance is to bullet these activities.

DO NOT include “Child will...” statement.



What do we do if the parents don't want to encourage the child to seek employment?

It is very important to work with your families to help them understand the power of post-secondary planning.



Questions



Procedural Manual

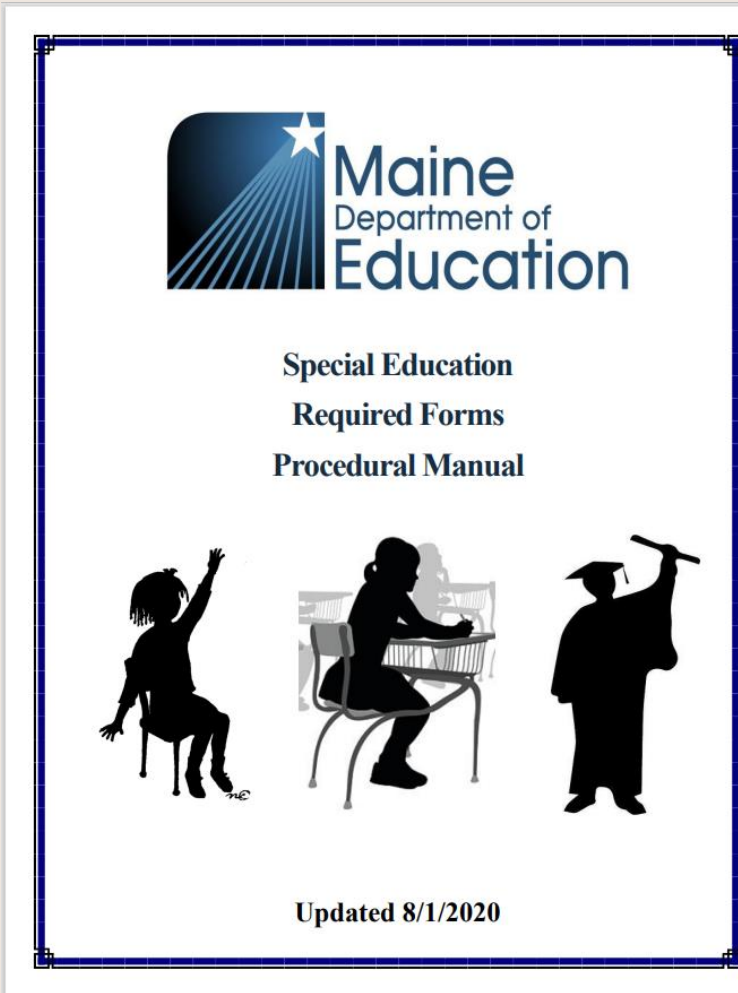


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The IEP Committee:
Patricia Block, RSU #12
Mary Adley, Maine DOE
Laurie Lemieux, Winthrop School Dept.
Roberta Lucas, Maine DOE
Kris Michaud, CDS
Shelby Thibodeau, Augusta School Dept.
Dan Hemdal, Maine DOE
Ryan Meserve, RSU #38
Riley Donovan, RSU #64

2

<https://www.maine.gov/doe/learning/specialed/manual>



Maine Unified Special Education Regulations (MUSER)



05-071 Chapter 101

**Maine Unified Special Education Regulation
Birth to Age Twenty**

Effective Date:

August 25, 2017

<https://www.maine.gov/doe/cds/muser>



Eligibility to 22



POWER HOUR SERIES

Our Tuesday Power Hour Series is a best practices forum to provide opportunities for our state educators and transition leaders to grapple with and actuate strategies and support for our scholars' diverse needs, expounding pathways to post-secondary opportunities.

Contact:

Titus O'Rourke

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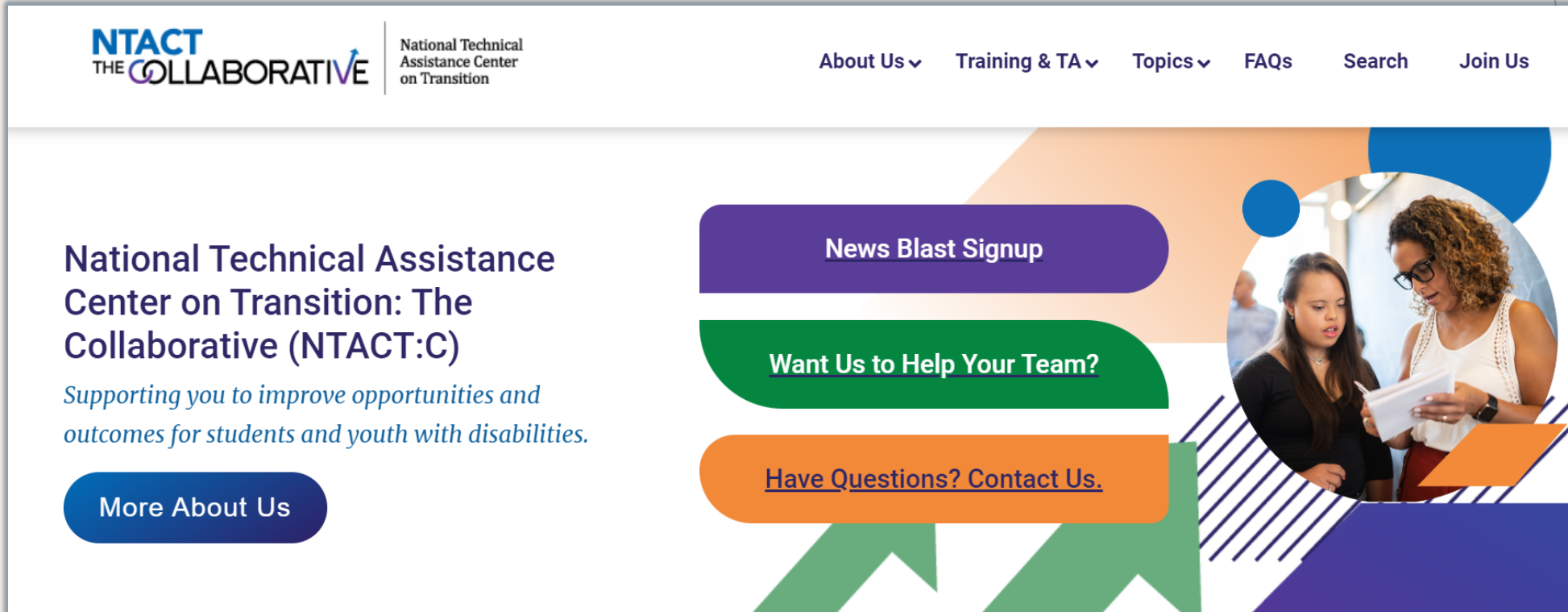
or

Leora Byras

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National Technical Assistance Center on Transition



The screenshot shows the homepage of the National Technical Assistance Center on Transition. The header includes the NTACT logo (National Technical Assistance Center on Transition) and navigation links for About Us, Training & TA, Topics, FAQs, Search, and Join Us. The main content area features a large heading: "National Technical Assistance Center on Transition: The Collaborative (NTACT:C)" with a sub-heading: "Supporting you to improve opportunities and outcomes for students and youth with disabilities." Below this is a "More About Us" button. To the right, there are three call-to-action buttons: "News Blast Signup", "Want Us to Help Your Team?", and "Have Questions? Contact Us.". A circular image shows two women reviewing documents.

<https://transitionta.org/>



Wisconsin Suite of Self Advocacy Resources

Getting Started

Vocabulary

Plan 1-Self Advocacy 101

Plan 2-Disability and IEP

Plan 3-Finding Careers

Plan 4-Matching Careers

Plan 5-Law & Legal Rights

Plan 6-Postsecondary Ed

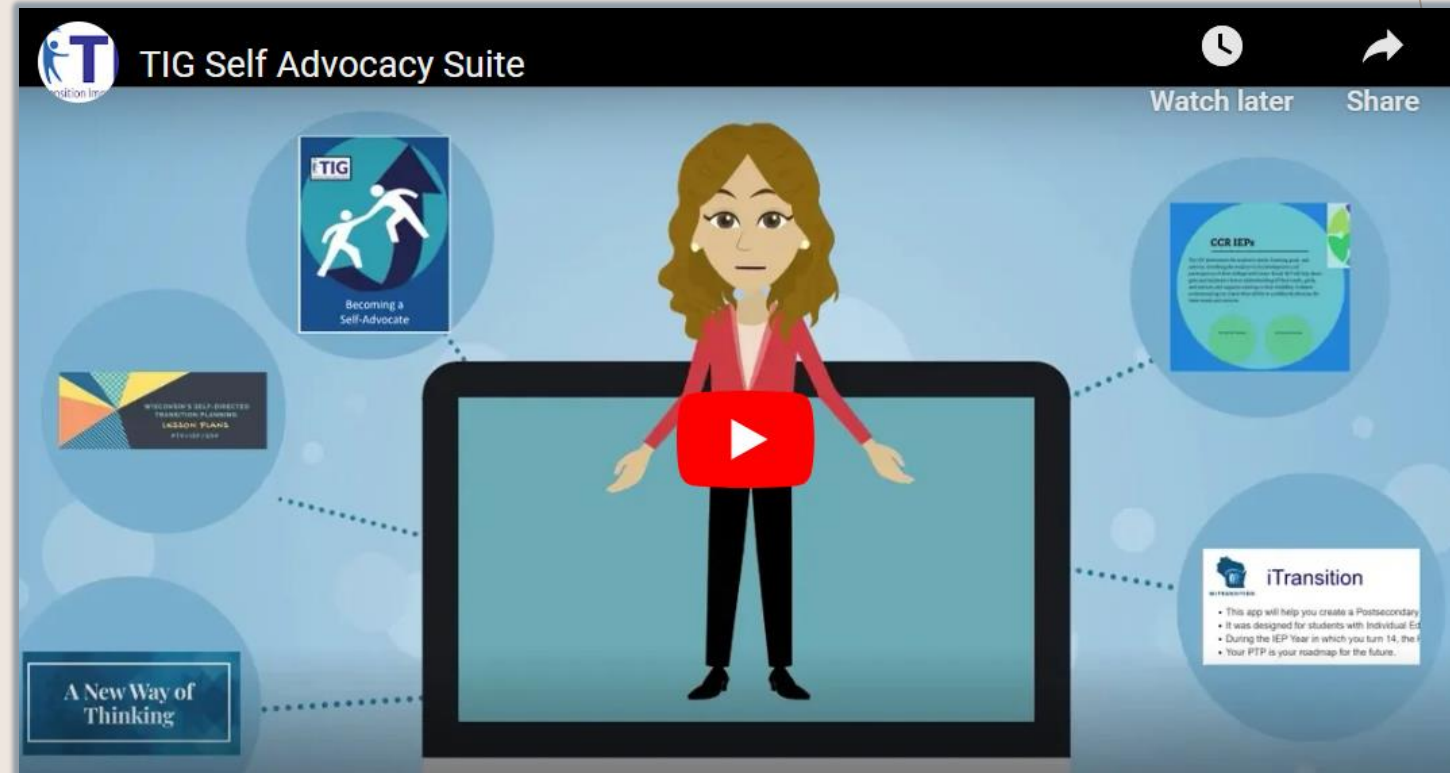
Plan 7-Apply/Post-Sec Ed

Plan 8-Employment

Plan 9-Accommodations

Plan 10-Disclosure

Plan 11- Agencies




<https://becomingselfadvocate.weebly.com/wisconsin-suite-of-self-advocacy-resources.html>



Indicator 13 Toolkit: Writing Compliant Transition Individual Educational Plans

Indicator 13 Toolkit: Writing Compliant Transition Individual Educational Plans (TIEPs)



project10 transition education network

Indicator 13 Toolkit | Transition IEP Compliance




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http://project10.info/Documents/Indicator_13_Toolkit_FINAL_12.9.20_1.pdf



Overview of Transition Planning

Adapted from National Technical Assistance Center on Transition (NTACT)

Transition Assessment: Where Am I Now?



A process of collecting data from informal and formal assessments of students' strengths, needs, preferences and interests over time from multiple stakeholders in areas such as, academic skills; career interests and aptitudes; self-determination skills and opportunities; and independent living skills.

Measurable Postsecondary Goals: Where Do I Want to Go?



Beginning no later than age 16, the IEP must include measurable postsecondary goals based on age-appropriate transition assessment in the areas of:

- Training and/or Education
- Employment and Career
- Independent Living, if appropriate

Instruction and Transition Services: How Will I Get There?



In order to best prepare students to reach their identified measurable postsecondary goals, IEP teams will:

- Identify transition services or activities (including courses of study) that are in alignment with the measurable postsecondary goals
- Identify measurable annual goals that will support the transition services and assist students to complete their courses of study and achieve their postsecondary goals
- Involve additional agencies or other transition stakeholders who can assist in facilitating the successful transition from high school to postsecondary environments. Note: Any agency likely to provide or pay for services must be invited to participate in IEP meetings with the consent of the parent or student who has reached the age of 18 years old.

Resources



[Professional Development Calendar](#)

[Link for Recordings and Power Points](#)



[Special Education Resources](#)



[Special Education Laws and Regulations](#)



[Special Education Forms and Reporting](#)



2023-24 Professional Development Schedule

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 9/13/23	Resources	<u>Resources Registration Link</u>
Wednesday 9/27/23	Transition from CDS to Public School	<u>Transition from CDS to Public School Registration Link</u>
Friday 9/29/23	<u>Q&A Session</u>	<u>Q & A Registration Link</u>
Wednesday 10/11/23	Abbreviated Day	<u>Abbreviated Day Registration Link</u>
Tuesday 10/24/23	Fall All District IEP Training	<u>IEP Training Registration Link (10/24/23)</u>
Tuesday 10/24/23	Fall All District B-13 Training	<u>B-13 Training Registration Link (10/24/23)</u>
Wednesday 10/25/23	Discipline & Manifestation Determination	<u>Discipline & Manifestation Determination Registration Link</u>
Friday 10/27/23	<u>Q&A Session</u>	<u>Q & A Registration Link</u>
Wednesday 11/8/23	*Alignment and DIB1 (Disability Alignment)*	<u>Alignment and DIB1 Registration Link</u>
Wednesday 12/13/23	Orientation and Mobility	<u>Orientation and Mobility Registration Link</u>
Wednesday 12/20/23	Compliant Transition Plans	<u>Compliant Transition Plans Registration Link</u>
Tuesday 1/9/24	Winter All District B-13 Training	<u>B-13 Training Registration Link (1/9/24)</u>
Tuesday 1/9/24	Winter All District IEP Training	<u>IEP Training Registration Link (1/9/24)</u>
Wednesday 1/10/24	Advanced Written Notice & Written Notice	<u>Advanced WN and WN Registration Link</u>



2023-24 Professional Development Schedule (cont.)

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 1/24/24	Present Level of Performance	<u>Present Level of Performance Registration Link</u>
Friday 1/26/24	<u>Q&A Session</u>	<u>Q & A Registration Link</u>
Wednesday 2/14/24	Writing Measurable Functional Goals and Avoiding Outcomes	<u>Writing Measurable Functional Goals Registration Link</u>
Wednesday 2/28/24	Transition from CDS to Public School	<u>Transition from CDS to Public School Registration Link</u>
Wednesday 3/13/24	*Least Restrictive Environment*	<u>Least Restrictive Environment Registration Link</u>
Wednesday 3/27/24	Forms - (AE attached to WN)	<u>Forms (AE attached to WN) Registration Link</u>
Friday 3/29/24	<u>Q&A Session</u>	<u>Q & A Registration Link</u>
Wednesday 4/10/24	Special Education Law for General Education Teachers	<u>Special Education Law for General Education Teachers Registration Link</u>
Wednesday 4/24/24	IEP Essentials	<u>IEP Essentials Registration Link</u>
Friday 4/26/24	<u>Q&A Session</u>	<u>Q & A Registration Link</u>
Thursday 5/2/24	Spring All District IEP Training	<u>IEP Training Registration Link (5/2/24)</u>
Thursday 5/2/24	Spring All District B-13 Training	<u>B-13 Training Registration Link (5/2/24)</u>
Wednesday 5/8/24	Consultation/Related Service Goals	<u>Consultation/Related Service Goals Registration Link</u>
Wednesday 5/22/24	Data Collection	<u>Data Collection Registration Link</u>
Friday 5/24/24	<u>Q&A Session</u>	<u>Q & A Registration Link</u>



Please consider sharing the links to these PD opportunities with general education teachers:

Wednesday 10/25/23 - [Discipline & Manifestation Determination](#)

Wednesday 4/10/24 - Special Education Law for General Education Teachers

Please consider sharing the links to these PD opportunities with related service providers:

Wednesday 2/14/24 - Writing Measurable Functional Goals and Avoiding Outcomes

Wednesday 5/8/24 - Consultation/Related Service Goals



Feedback



Feedback and Contact Hours

Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!

* Required

1 Did the training content meet your expectations? *

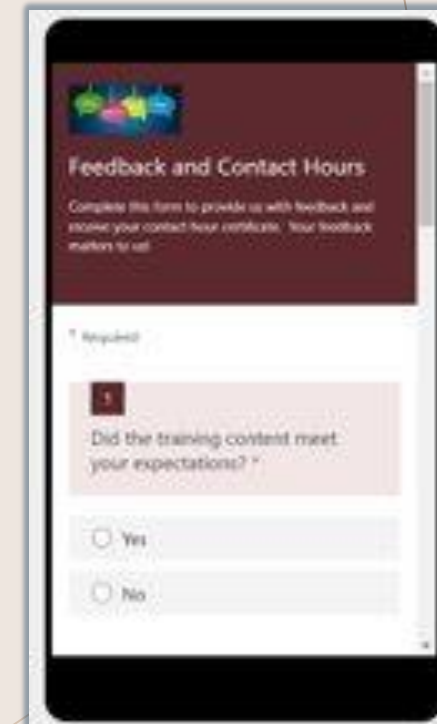
Yes

No

2 Did you feel that your knowledge or skills have improved with this PD? *



Use the link to complete
the form on your
computer
OR
Use the QR code
to complete the form
on your mobile device



Feedback and Contact Hours

Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!

* Required

1 Did the training content meet your expectations? *

Yes

No

<https://forms.office.com/g/by472QQLDJ>

Contact Information



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This Training was Recorded.

**For the recording, please contact
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