


2/14/2014

Secondary Transition

OSDE-SES



What is Secondary Transition?

Video

IDEA-VS-Oklahoma

Expectations

Components

- Transition Assessments
- Course of Study
- Postsecondary Goals
- Transition Goals
- Transition Activities
- Curriculum Track
- Transfer of Rights
- Vocational Rehabilitation SOP

Sample Students

IEP Transition Service Plan

Indicator 13 Checklist

Application

A Transition-Rich IEP

Transition Assessment & Present Level of Achievement

↓

Designated Responsibility

Postsecondary Goals

Annual Goals

↕

Annual Activities and Services, including Course of Study

What is Secondary Transition?

Video

IDEA-VS-Oklahoma

Expectations

The Richie Parker Story



<http://www.youtube.com/watch?v=qilDMBDPCEY>

What is Secondary Transition?
Video
IDEA-VS-Oklahoma

Expectations

IDEA:

The IEP must include secondary transition services for the child by age 16.

Oklahoma State Policy:

Secondary Transition services are to be in effect not later than the beginning of the student's ninth grade year or upon turning 16 years of age, whichever occurs first.

What is Secondary Transition?
Video
IDEA-VS-Oklahoma

Expectations

Transition Assessments should assist the student and the IEP team in making informed decisions regarding:


- Postsecondary Goals
- Interest
- Aptitude
- Ability

Transition Assessment results must be documented in the IEP through the Presents Levels of Performance (PLP). The IEP team will utilize the data results documented in the PLP to make informed decisions.


Transition Assessments
Course of Study
Postsecondary Goals
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Components


AREAS TRANSITION ASSESSMENTS SHOULD ADDRESS:



Employment



Education & Training



Independent Living

Transition Assessments
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Components

EXAMPLES OF ASSESSMENTS

- Casey Life Skills - <caseylifekills.org>
- Career Ability Placement Survey (CAPS)
- Career Occupational Preference System (COPS)
- Career Orientation Placement Evaluation Survey (COPEES)
- Career Maturity Inventory
- Choose & Take Action Software
- Career Cluster Interest Inventory
- PLAN
- EXPLORE
- American College Testing (ACT)
- Scholastic Aptitude Test (SAT)
- Choosing Employment Goals
- Independent Living Behavior Checklist

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The Course of Study should be specific to each student's desired postsecondary goals.

For example: Johnny's post secondary goal is to become a graphic designer.

Course of Study for Johnny: computer application courses; graphic design courses; Yearbook

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Components

Where do I want to *live, learn, and work* after high school?

Utilizing the transition assessments, each student must have a postsecondary goal/vision on the transition page of the IEP and it must include:

- Education/Training
- Employment

The IEP team may also address the following if determined appropriate:

- Community participation
- Independent Living (option A or B)

The student should have input and assist in writing their postsecondary goal.

Components

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How will I know if the Postsecondary Goal is measurable?

Your Postsecondary Goal is measurable if you can answer the following questions:

1. Where will Ryan WORK?
2. Where will Ryan LEARN?
3. Where will Ryan LIVE?



Independent living is optional, however it is very important to discuss with all students.

SAMPLE:
Ryan will join the Air Force and receive on-the-job training. He plans to live on base.

Components

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The postsecondary goal should drive the annual transition goal(s) and must demonstrate movement towards reaching the student's postsecondary goal.

The annual transition goals **must include:**

- Education/Training
- Employment

as determined appropriate:

- Community Participation (as determined appropriate)
- Independent Living (option A or B)

Components

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How will I know if the transition goal is measurable?

Transition Goals need to include the following:

- **Condition**
 - The application of skills or knowledge
 - Describe the materials/environment necessary to complete goal
- **Behavior**
 - Identifies the performance being monitored
- **Criterion**
 - How much?
 - How often?

Transition Assessments
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Ryan's Postsecondary Goal:

Ryan will join the Air Force and receive on-the-job training. He plans to live on base.

Ryan's Transition Goals are:

Education/Training:

- When asked, Ryan will identify the steps he must take to become accepted into the Air Force with 90% accuracy.

Development of Employment:

- When asked, Ryan will report on 3 possible Air Force occupations as well as the salary for each.

Community Participation:

- When asked, Ryan will determine transportation options available with 90% accuracy.

Independent Living (Option A or B):

- When asked, Ryan will describe two housing options available to enlisted personnel.

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Transition Activities

There are transition activities for each of the transition goals listed.

These are the task/activities for the student to complete. They will assist the student in learning the skill/knowledge associated with the transition goal.

They can take place at:

- School
- Home
- The community

The people responsible may include any of the following:

- Educator
- Parent
- Student

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Ryan's Transition Activities are:

Education/Training

- Develop questions to ask an Air Force recruiting officer.
- Interview local Air Force recruiting officer to gain an understanding of steps he must complete in order to be accepted into the Air Force.

Development of Employment

- Ryan will research career options in the Air Force and narrow his interest to three.
- Organize the careers he is interested in along with job requirement of each into a chart, power point, or paper.

Community Participation

- Research the geographic near the military base of interest, the transportation options available and select the one that is most appropriate.
- Using the community map, Ryan will map out shortest routes to businesses that meets his personal needs.

Independent Living (Option A or B)

- Research housing options for military personnel.
- Ryan will determine the difference between the two regarding locations and cost, and will determine which he feels will be most appropriate.

Components

- Transition Assessments
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**College Preparatory/ Work Ready Curriculum Track
versus
Core Curriculum Track**

- Students entering 9th grade are automatically enrolled in the College Preparatory/Work Ready Curriculum Track.
- To opt-out of the College Preparatory /Work Ready Curriculum Track for the Core Curriculum Track, parents **must** complete a form provided by the school. This form will be placed in the students cumulative folder.

Components

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Transfer of Rights

- Children and parents must be informed about the age of majority and transfer of the parents rights to the student upon the student turning 18 years of age.
- When the student reaches the age of majority (age 18), the notification of meeting (Form 6) will be addressed to the student and a copy will be provided to the parent(s).
- The local educational agency (LEA) should inform parent(s) of their option to seek legal advice if they plan to continue making all or part of the decisions for their student upon the student reaching the age of majority.

Components

- Transition Assessments
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Vocational Education/Rehabilitation

Vocational Education

Utilizing the students postsecondary goal, the IEP team must consider and provide information regarding vocational education, including:

- Career technology programs
- Work study programs
- School-based training
- Community-based job experience
- High school vocational education courses

Department of Vocational Rehabilitation Referral (DRS)

- A referral form for DRS should be completed for the student by the age of 16 and sent to the DRS office.
- Recommended that annually remind parents and student of DRS and the possible services available after graduation.

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Summary of Performance OSDE Form 11

IDEA 2004
34 CFR 300.305

At the time of termination of eligibility under IDEA due to graduation with a high school diploma; or because the child exceeds the age of eligibility, the LEA must provide the child with a summary of performance to include:

- Academic achievement and Functional performance
 - recent evaluation data, grades, GPA, progress made towards postsecondary goals
- Recommendations for assisting the student in meeting his/her postsecondary goals.
 - provide information about activities, accommodations, assistive technology, and strategies that will enable the student to be successful

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Student A: Jacob

Jacob is served on an IEP under the category of Specific Learning Disability for reading comprehension. He receives instruction in the general education setting for his entire school day. The special education teacher consults with his general education teachers to check on his progress and to see if any additional supports or services are warranted. Jacob is assessed through the OCCT without accommodations.

Jacob plans to attend college to earn a degree as a veterinarian.

Student B: Suzie

Suzie requires direct assistance throughout her school day. She is served on an IEP under the category of Intellectually Disabled. She receives instruction in the special education setting for her entire school day. Suzie is assessed through the OAAP Portfolio assessment.

Suzie plans to become a veterinarian.

Sample Students
 IEP Transition Service Plan
 Indicator 13 Checklist

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Postsecondary Goal

Jacob

Jacob plans to work part-time while attending college. He plans to declare a major in veterinarian medicine to become a veterinarian. He plans to live in the dorms on campus.

Suzie

Suzie plans to work at a veterinarian clinic with animals while receiving on the job training. She will live at home with her parents.

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Annual Goal and Transition Activities: Education/Training

Jacob

Goal:
When asked, Jacob will demonstrate knowledge of college admission requirements of 2 colleges/universities by verbally describing these requirements and identifying admission deadlines with 90% accuracy.

Activities:

- Jacob will research to determine two colleges that offer veterinarian degrees and obtain enrollment information.
- Once Jacob has obtained this information and considering his ACT score, he will determine the college that will best meet his needs.

Suzie

Goal:
Given a board displaying two choices of classroom and community topics, Suzie will select the activity or item in which she wants to engage 3 out of 4 times.

Activities:

- At the appropriate time during the school day, Suzie will select the activity of her choice to participate in.
- Suzie will transition back to work at the appropriate time.

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Annual Goal and Transition Activities: Employment

Jacob

Goal:
When asked, Jacob will be able to report 3 possible occupations for part-time employment, based on the results of a career assessment.

Activities:

- Utilizing the results of a career assessment Jacob will identify three possible part-time jobs in the community where he plans to attend college.
- Jacob will contact up to 3 businesses and obtain a job application.

Suzie

Goal:
Given multiple vocational tasks in the classroom, Suzie will increase her productivity by 20% as measured by time on task during a 30 minute session.

Activities:

- Suzie will be assigned a classroom helper and perform various classroom jobs daily.
- Suzie will utilize her daily task schedule to ensure she completes required work daily.

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**Annual Goal and Transition Activities:
Community Participation**

Jacob

Goal:
Using a map of the community where Jacob plans to attend college, he will learn his way around the community with 90% accuracy.

Activities:

- Jacob will use a map to identify where he will need to access laundry facilities, shopping, and post office from the college campus.
- Jacob will determine transportation options in the community he plans to attend college.

Suzie

Goal:
When asked Suzie will demonstrate the ability to utilize the public transportation bus system to gain independence with 90% accuracy.

Activities:

- Suzie will be able to identify which bus and the time she will need to catch the bus to ensure she arrives at work on time.
- Suzie will be able to identify the different bus lines to access to reach her bank and shopping for personal needs.

Sample Students
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**Annual Goal and Transition Activities:
Independent Living Option A: Adult & Post School Options**

Jacob

Goal:
When asked, Jacob will develop and manage a budget based on a part-time income earning minimum wage with 90% accuracy.

Activities:

- Given a part-time job earning minimum wage working 25 hours per week, Jacob will develop a monthly budget of expenses he will need to pay while living in the dorms.
- Using the monthly budget, Jacob will meet all monthly expenses and begin saving \$20 per month for unexpected emergencies.

Suzie

Goal:
When asked, Suzie will develop and manage a budget with a part-time income earning minimum wage with 90% accuracy using a pictorial schedule.

Activities:

- Suzie will use picture symbols to build a list of items that she will need to purchase for use during a one month period.
- Suzie will place items into categories so that categories can combine into amounts to build a monthly budget.
- Suzie will identify fewer amounts of money spent in a category to be saved.

Sample Students
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**Annual Goal and Transition Activities:
Independent Living Option B: Daily Living Skills**

Jacob

Goal:
When asked, Jacob will develop skills to care for his personal needs with 90% accuracy.

Activities:

- Jacob will learn how to wash and dry his clothes.
- Jacob will learn how to prepare simple meals.

Suzie

Goal:
When asked, Suzie will develop skills to care for her personal needs with 90% accuracy.

Activities:

- Suzie will follow a pictorial schedule of tasks to complete to prepare for bed and school daily.
- Suzie will follow a pictorial schedule of the steps to wash and dry her clothes.

Sample Students
 IEP Transition Service Plan
 Indicator 13 Checklist
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Indicator 13 Checklist

This document is designed to assist educators in meeting IDEA compliance regulations as well as gaining knowledge of acceptable best practices for students of transition age.

NSTTAC Indicator 13 Checklist Form A
 (Student Minimum IEP/IFSP Requirements)

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 assessment, transition services, including courses of study that will reasonably enable the student to meet these 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 member who has reached the age of majority. (20 U.S.C. 1414(d)(3)(B))

1. Are there appropriate measurable postsecondary goals in the areas of secondary education, employment, and, where appropriate, independent living?	Y	N
2. Are the goals to be assessed?		
3. Did the goals occur after the student graduates from school?		
4. Based on the information available about the student, do the postsecondary goals seem appropriate for the student?		
5. If no to all three preceding questions, item number 1 or 3 of a postsecondary goal is not stated, check 5.		
6. Are the postsecondary goals updated annually?	Y	N
7. Were the postsecondary goals addressed updated in conjunction with the development of the revised IEP?		
8. If no, item check 8 OR the postsecondary goals were not updated with the revised IEP, check 8.		
9. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?	Y	N
10. For use of transition assessment(s) for the postsecondary goals mentioned in the IEP or evidence in the student's file?		
11. If no, item check 11 OR no, item check 11.		
12. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	Y	N
13. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	Y	N

Sample Students
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Resources

Oklahoma State Department of Education Resources
www.ok.gov/sde/special-education

- Secondary Transition Resources
www.ok.gov/sde/secondary-transition
- NSTTAC Indicator 13 Checklist
 - Timeline of Transition Activities
 - Transition Handbook

Outside Resources

Outside Resources

- Oklahoma Department of Rehabilitation Services
<http://okrehab.org>
- Oklahoma ABLE Tech
 Web accessibility for higher education project
 Contact: Brenda Dawes, Project Manager
 800/257-1705 or www.ok.gov/abletech/wahep

GOAL: To work directly with the Institutes of Higher Education to increase the accessibility and legal compliance for students needing accommodations.

Guardianship Resources

Below are resources and information you can share with parents that are considering seeking legal council to retain full or partial guardianship of their child.

- <http://www.specialneedsalliance.org/resources> This web site will provide you with information on Special Needs Trusts (SNT).
- http://www.oscn.net/static/forms/aoc_forms/guardianship.asp The Oklahoma County Court Clerk has a Guardianship Handbook.

Secondary Transition Contacts

Oklahoma State Department of Education
 Special Education Services
 2500 North Lincoln Boulevard, Suite 412
 Oklahoma City, OK 73105
 405/521-3351
www.ok.gov/sde
<http://www.ok.gov/sde/special-education>

Secondary Transition Specialist
 Tina Spence
 405/521-4877
Tina.Spence@sde.ok.gov

Transition Assessment Web Sites

Education/Training: Goals based on academic, functional academics, life centered competencies, career/technical or agricultural training needs and job training.

Guide to Assessing College Readiness (free)
http://www.iidc.indiana.edu/styles/iidc/defiles/INSTRC/Webinars/CollegeReadiness_Assessment.pdf

O*Net Interest Profiler <http://www.onetcenter.org>

Job Videos <http://acinet.org/acinet/videos>

Employability/Life Skill Assessment
<http://www.edresourcesohio.org/transition/docs/resources/assessment1.4-21.pdf>

Transition Planning Inventory (TPI) ProEd, Austin Texas
<http://www.proedinc.com/customer/productview.aspx?id=6063>

College View <http://www.collegeview.com/collegesearch/index.jsp>

C.I.T.E. Academic Learning Styles www.harding.edu/arc/PDF/CITE.pdf

Development of Employment: Goals based on occupational awareness, employment related knowledge and skills and specific career pathway knowledge and skills.

OKCIS <http://www.OKCIS.org>

O*Net Interest Profiler <http://www.onetcenter.org/IPhtml?ip=3>

Self-Directed Search <http://www4.parinc.com/Products/Product.aspx?ProductID=SDS-R-5>

Occupational Aptitude Survey and Interest Schedule (OASIS -3)
<http://www.proedinc.com/customer/productview.aspx?id=2297>

Brigance Employability Skills Inventory
<http://www.curriculumassociates.com/products/detail.aspx?title=BrigESI#ordernow>

Career Decision-Making System – Revise
<http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/enus/Productdetail.htm?Pid=PA12633>

Online Free Interest Inventories
<http://www.indianacareerexplorer.com/students.htm>
<http://www.texascaresonline.com>
<http://www.careertech.org/career-clusters/ccresources/interest-survey.html>

Community Participation: Goals based on knowledge and demonstration of skills needed to participate in the community (e.g., tax forms, voter registration, social interactions, consumer activities, accessing and using various transportation modes).

Personal Preference Indicators (free) <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/preference-indicators/air-self-determination-assessment.html>

Casey Life Skills (free) www.caseylifeskills.org

Social Skills Rating System (SSRS)
<http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/enus/Productdetail.htm?Pid=PAassrs&Mode=summary>

Enderle-Severson Transition Rating Form <http://www.estr.net/publications.cfm>

Life Skill Inventory (free – this address works in Chrome and Firefox, but not Safari)
http://www.dshs.wa.gov/pdf/ms/forms/10_267.pdf

Independent Living Option A: Adult Living Skills & Post School Options: Goals based on skills for self-determination, interpersonal interactions, communication, health/fitness and the knowledge needed to successfully participate in Adult Life and other Post School Activities (e.g. skills needed to manage a household, maintain a budget and other responsibilities of an adult.)

Employability/Life Skill Assessment
<http://www.edresourcesohio.org/transition/docs/resources/assessment14-21.pdf>

Casey Life Skills (free) www.caseylifeskills.org

ChoiceMaker Self-Determination Assessment [click on full program kits]
<http://store.combiulearning.com/choicemaker-self-determination-series/>

AIR Self-Determination Assessment (free) <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment.html>

Independent Living Option B: Daily Living Skills: Goals based on adaptive behaviors related to personal care and well-being to decrease dependence on others.

Vineland Adaptive Behavior Scales
<http://psychcorp.pearsonassessments.com/HA/WEB/Cultures/enus/Productdetail.htm?Pid=Vineland-II>

Personal Preference Indicators (free) <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/preference-indicators/air-self-determination-assessment.html>

Enderle-Severson Transition Rating Form <http://www.estr.net/publications.cfm>

Life Skill Inventory (free – this address works in Chrome and Firefox, but not Safari)
http://www.dshs.wa.gov/pdf/ms/forms/10_267.pdf

Informal Assessments for Transition Planning ProEd, Austin Texas
<http://www.proedinc.com/customer/productview.aspx?id=5169>

Checklist of Adaptive Living Skills (CALs)
<http://www.riverpub.com/products/cals/pricing.html>

Transition Assessments for Elementary

PAWS in Jobland <http://paws.bridges.com/cfnc1.htm>

Pennsylvania Career Zone <http://www.pacareerzone.org/assessments>

Drive of Your Life <https://www.driveofyourlife.org/main/index.html>

Career View <http://www.vaview.vt.edu/>

Transition Assessments for Students with Severe Disabilities

Personal Preference Indicators (free) <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/preference-indicators/air-self-determination-assessment.html>

Enderle-Severson Transition Rating Form <http://www.estr.net/publications.cfm>

Life Skills Inventory http://www.dshs.wa.gov/pdf/ms/forms/10_267.pdf

Parent Transition Survey www.transitioncoalition.org

Arc Self-Determination Scale www.beachcenter.org

The Environmental Job Assessment Measure: E-JAM www.transitioncoalition.org

Planning for the Future www.transitioncoalition.org

1. When must secondary transition services begin?
 - A. By the time the student turns 16 years of age.
 - B. By the first IEP in the student's 9th grade year.
 - C. Sometime prior to high school graduation.
 - D. By the beginning of the 9th grade year or upon turning age 16, whichever occurs first.

2. Are you responsible for ensuring the postsecondary goals are achieved prior to graduating from high school?
 - A. Yes
 - B. No

3. What must the secondary transition annual goals address?
 - A. Employment
 - B. Community participation
 - C. Education/training
 - D. Independent living
 - E. A and C only
 - F. A and D only

4. Transition assessments are required to be completed once during high school.
 - A. True
 - B. False

5. The Indicator 13 Checklist must be completed annually.

A. True

B. False

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

NAME OF CHILD: _____ STUDENT ID: _____
FIRST/MIDDLE/LAST
 BIRTHDATE: _____ GRADE: _____ AGE: _____
MONTH/DAY/YEAR
 PARENT(S): _____
 PHONE: (WORK) _____ (HOME) _____ (OTHER) _____
 HOME ADDRESS: _____ DISTRICT/AGENCY: _____
STREET ADDRESS/P.O. BOX CITY STATE ZIP
 BUILDING: _____ SITE CODE _____ IEP TEACHER OF RECORD _____

The following member of the IEP team is NOT required to attend, in whole or part. Please describe the nature of in part:

I agree this listed member is not required to attend, in whole or part. (Complete the Comment Form if needed).

Parent Signature: _____ LEA Representative Signature: _____

INITIAL IEP INTERIM IEP SUBSEQUENT IEP DATE AMENDED or MODIFIED:

Present Levels of Academic Achievement and Functional Educational Performance: Document current evaluation data and write objective statements, (may include most recent statewide and districtwide assessments) to demonstrate how the child's disability affects the child's involvement and progress in the general education curriculum and postsecondary transition, as appropriate. For students of transition age, document transition assessment results as they relate to the postsecondary goal(s). For preschool children, describe how the disability affects the child's participation in age appropriate activities.

Current Assessment Data	Objective Statements

Initial IEP Date: _____ Interim IEP Date: _____ Subsequent IEP Date: _____

IEP – Strength/Needs, Special Factors, and Parent Concerns Page

NAME OF CHILD:

FIRST/MIDDLE/LAST

STUDENT ID:

<p>List strengths of the child and a statement of the anticipated effects on the child's participation in the general education curriculum or appropriate activities.</p>	<p>List the educational needs resulting from the child's disability, which may require special education, related services, supplementary aids, supports for personnel, or modifications.</p>
<p>Strengths:</p>	
<p>Anticipated Effects:</p>	
<p>Consideration of special factors: Check yes or no whether the IEP team considers each special factor to be relevant to this child.</p> <p>Yes No</p> <p>Strategies, positive behavior interventions and supports, as appropriate, if behavior impedes learning of self or others</p> <p>Language needs as related to the IEP for a child with limited English proficiency (LEP)</p> <p>Instruction and use of Braille if child is blind or visually impaired, unless determined inappropriate based on evaluation.</p> <p>Communication needs, and for child who is deaf or hard of hearing, the language and communication needs and opportunities for communication and instruction in the child's native language and communication mode</p> <p>Whether this child requires assistive technology devices and service</p> <p>For special factors checked yes, explain determinations of the team as to whether services are required in the IEP.</p>	
<p>Parent Concerns for Enhancing the Child's Education:</p>	

Initial IEP Date:

Interim IEP Date:

Subsequent IEP Date:

IEP – Goals Page

NAME OF CHILD: _____ STUDENT ID: _____
 FIRST MIDDLE LAST

Annual Goals:
 Provide measurable annual goals, including academic and functional goals to enable the child to be involved in and make progress in the general education curriculum (for a preschool child in the appropriate activities), and to meet other educational needs that result from the disability.

GOAL # _____

Parents are to be informed of progress in annual goals, in addition to general education academic performance reports. Describe how often this will occur and what methods will be utilized.	Record the extent of progress toward achieving the annual goals by the end of the year (i.e., one-half, two-thirds, fifty percent, passing grades in general curriculum).					
	DATE	DATE	DATE	DATE	DATE	DATE (ESY)

How will the extent of progress toward annual goals be measured?						
--	--	--	--	--	--	--

GOAL # _____

Parents are to be informed of progress in annual goals, in addition to general education academic performance reports. Describe how often this will occur and what methods will be utilized.	Record the extent of progress toward achieving the annual goals by the end of the year (i.e., one-half, two-thirds, fifty percent, passing grades in general curriculum).					
	DATE	DATE	DATE	DATE	DATE	DATE (ESY)

How will the extent of progress toward annual goals be measured?						
--	--	--	--	--	--	--

GOAL # _____

Parents are to be informed of progress in annual goals, in addition to general education academic performance reports. Describe how often this will occur and what methods will be utilized.	Record the extent of progress toward achieving the annual goals by the end of the year (i.e., one-half, two-thirds, fifty percent, passing grades in general curriculum).					
	DATE	DATE	DATE	DATE	DATE	DATE (ESY)

How will the extent of progress toward annual goals be measured?						
--	--	--	--	--	--	--

COMMENTS:

IEP – Goals and Short-Term Objective/Benchmark Page

NAME OF CHILD: _____ STUDENT ID: _____
FIRST MIDDLE LAST

Annual Goals:

Provide measurable annual goals, including academic and functional goals to enable the child to be involved in and make progress in the general education curriculum (for a preschool child in the appropriate activities), and to meet other educational needs that result from the disability.

Short-term Objectives or Benchmarks: In addition to Annual Goals, provide at least two short-term objectives or benchmarks per goal for children who take alternate assessments aligned to alternate achievement of the standards.

GOAL # _____

SHORT-TERM OBJECTIVE/BENCHMARK # _____

SHORT-TERM OBJECTIVE/BENCHMARK # _____

SHORT-TERM OBJECTIVE/BENCHMARK # _____

SHORT-TERM OBJECTIVE/BENCHMARK # _____

Parents are to be informed of progress in annual goals, in addition to general education academic performance reports. Describe **how often** this will occur and **what methods** will be utilized.

Record the extent of progress toward achieving the annual goals by the end of the year (i.e., one-half, two-thirds, fifty percent, passing grades in general curriculum).

DATE	DATE	DATE	DATE	DATE	DATE (ESY)

How will the extent of progress toward annual goals be measured?

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COMMENTS:

IEP - Transition Services Plan

(The IEP must include secondary transition services that are in effect not later than the beginning of the student's ninth grade year or upon turning 16 years of age, whichever comes first, or younger, if determined by the IEP team, and updated annually.)

NAME OF CHILD:

STUDENT ID:

First, Middle, Last

Preferences, Strengths, Interests and Course of Study BASED ON Present Levels of Performance and Age Appropriate Transition Assessments (Areas for consideration include course of study, post-secondary education, vocational training, employment, continuing education, adult services and community participation)

Desired Post-Secondary/Outcome Completion Goals (Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills and community participation.)

Based on age appropriate transition assessments, in the spaces below, include measurable Transition IEP Goals and Transition Activities/Services appropriate for the student's post-secondary preferences, strengths and needs. Note: There must be a Transition Goal to help the child reach each of the desired Post-Secondary/Outcome Completion Goals. For students assessed by alternate achievement standards, include short term objectives/benchmarks.

Education/Training (Goals based on academics, functional academics, life centered competencies or career/technical or agricultural training needs and job training.)

Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion

Development of Employment (Goals based on occupational awareness, employment related knowledge and skills and specific career pathway knowledge and skills.)

Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion

Community Participation (Goals based on knowledge and demonstration of skills needed to participate in the community (e.g., tax forms, voter registration, social interactions, consumer activities, accessing and using various transportation modes.)

Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion

IEP - Transition Services Plan

(The IEP must include secondary transition services that are in effect not later than the beginning of the student's ninth grade year or upon turning 16 years of age, whichever comes first, or younger, if determined by the IEP team, and updated annually.)

NAME OF CHILD:

STUDENT ID:

First, Middle, Last

Independent Living Option A: Adult Living Skills & Post School Options (Goals based on skills for self-determination, interpersonal interactions, communication, health/fitness and the knowledge needed to successfully participate in Adult Life and other Post School Activities (e.g. skills needed to manage a household, maintain a budget and other responsibilities of an adult.)

Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion

Independent Living Option B: Daily Living Skills (Goals based on adaptive behaviors related to personal care and well-being to decrease dependence on others.)

Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion

Curriculum Participation

Students entering the 9th grade are automatically enrolled in the College Preparatory/Work Ready Curriculum. To participate in the Core Curriculum the parent or legal guardian must complete an opt-out form provided by the school. The curriculum option marked below must match the student's educational records in their cumulative folder.
 Select Curriculum: ACE College Preparatory/Work Ready Core Curriculum

Projected Date of Graduation/Program Completion and Type

Date
 Standard Diploma General Educational Development (GED) Other

Vocational Education/Rehabilitation

Yes No	In planning the course of study, is information needed regarding opportunities for vocational education (e.g., high school vocational education courses, school-based training, work study programs, technology education, or area career technology center programs)? If yes, document date(s) when information was provided to young adult and parent(s). Date:
Yes No	By age 16, the young adult has been referred to the vocational rehabilitation counselor in the young adult's school district and the parent(s) and young adult were provided a copy. Person responsible for the referral: _____ Date: _____ Name of the Vocational Rehabilitation Counselor: _____

Transfer of Rights/Age of Majority

Yes No	By age 17, have young adult and parent(s) been informed of any transfer of rights at age of majority? If no explain why: Comments:
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IEP – Services Page

NAME OF CHILD:

FIRST/MIDDLE/LAST

STUDENT ID:

Special Education Services: List each special education service.				
Type of Service(s)	Amount of Services (Time and Frequency)	Starting Date	Ending Date	Person Responsible (Title)

Related Services: List each related service necessary for the child to benefit from special education.					
Type of Service(s)	Location of Services	Amount of Services (Time and Frequency)	Starting Date	Ending Date	Person Responsible (Title)

Provide an explanation of the extent, if any, to which the child will not participate with nondisabled children in the general education curriculum or age appropriate activities:

The **continuum of placements** for the least restrictive environment (LRE) includes regular classes full-time, special classes part-time or full-time, public/private separate day school facility, public/private residential facility, home instruction/hospital environment, correctional facility, or parentally placed in private schools. For preschool children (aged 3 through 5), the continuum includes early childhood program, special education program, residential facilities, home, service provider location.

Continuum of Placement:

Amount of time in general education setting: of per or % of instructional day.
 If block schedule, describe:

Is this child’s instructional day the same length as nondisabled peers? Yes No
 If no, describe the reason(s) for a shortened school day:

Regular PE Adapted PE NA If not applicable provide justification:	List modifications necessary for this child to participate in regular PE (specially designed adapted PE, if needed, must be addressed on the IEP):
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Supplementary aids and services, program modifications and/or supports for personnel in general education or other education-related settings not otherwise addressed as special education or related services:

IEP - Assessment Page

NAME OF CHILD:

STUDENT ID:

FIRST/MIDDLE/LAST

School Year:

Grade:

State and Districtwide Assessment Programs

Assessment decisions must be addressed on an annual basis. Participation in the OAAP must be determined utilizing the Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments (attach OSDE Form 12).

Oklahoma Core Curriculum Test
(OCCT)

Alternate Assessment **OMAAP**
(EOI retesters only)

Alternate Assessment **OAAP**

If the student will be participating in an alternate assessment, please explain why the child cannot participate in the regular assessment.

Select an appropriate assessment for each content area, and if appropriate, specify state approved accommodations:

Language Arts English II English III	Setting/Timing/Schedule	Response/Presentation
Mathematics Algebra I Algebra II Geometry	Setting/Timing/Schedule	Response/Presentation
Science Biology	Setting/Timing/Schedule	Response/Presentation
Social Studies U.S. History	Setting/Timing/Schedule	Response/Presentation

IEP – Signature Page

NAME OF CHILD:
FIRST/MIDDLE/LAST

STUDENT ID:

Extended School Year (ESY) Services			
ESY Services: Requires further data; will reconvene by		are necessary	are not necessary
If necessary, describe services provided:			
Documentation of LRE Placement Considerations			
Describe continuum of placements considered and reasons determined not appropriate:			
Is this placement in the school the child would normally attend if nondisabled? Yes No			
If no, is the placement as close as possible to the child's home? Yes No			
If no, explain why the IEP requires other arrangements:			
Explain considerations of potential harmful effects on the child or the quality of services needed:			
When special classes, separate schools/facilities, or other removal from the general education environment occurs, describe how the nature and severity of the disability is such that education in general education classes, with the use of supplementary aids and services, cannot be achieved satisfactorily:			
Date of next IEP FROM INITIAL / FROM INTERIM / FROM SUBSEQUENT		Date of next 3 year reevaluation FROM INITIAL / FROM REEVALUATION	
Team Participant Signatures:			
Parent(s)	Date	Agree	*Disagree
Special Education Teacher	Date	Agree	*Disagree
Regular Education Teacher	Date	Agree	*Disagree
Administrative Representative	Date	Agree	*Disagree
Student	Date	Agree	*Disagree
Other	Date	Agree	*Disagree
*Team members who disagree may submit separate statements presenting their conclusions. (Complete Comment Form as necessary.)			
If parent(s) did not attend the IEP meeting, explain other methods to ensure parent participation (and/or child as appropriate): (e.g., Conference call, videoconference, home visit)			
Parent(s) received <i>Parents Rights in Special Education: Notice of Procedural Safeguards</i>		Translation/Interpretation needed: Yes No	
Yes No		If yes, specify how provided.	
Parent(s) received <i>Parent Survey</i> brochure:			
Yes No			
Parent(s) have received information regarding the <i>Lindsey Nicole Henry Scholarship</i> :			
Yes No			
Parent(s) of children with an auditory or visual impairment have received written information concerning the availability of programs at the Oklahoma School for the Deaf and the Oklahoma School for the Blind:			
Yes No NA			Parent Initial:
Parent consent for initial placement (consent is voluntary and may be revoked at any time)		Yes	No
Parent Signature:		Date:	

Initial IEP Date:

Interim IEP Date:

Subsequent IEP Date: