

Do You Focus on Meeting the mandate or Strive to Achieve the Spirit of the Law- Best Practice?

| The Requirement | Meet the Mandate | Moving toward the Spirit of Transition | Achieving Best Practice Status |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Measurable postsecondary goals in the IEP in the areas of employment, education and, as needed, independent living | State generic postsecondary goals related to education and employment | Use the formula for stating the goals: After HS, I will: State the behavior List Where and How | Essential life skills include independent living, community access, financial literacy, recreation and social skills and health wellness - Include independent living skills goals in IEP as well as education/training and employment related goals. List goals with increasing specificity as the youth mature and refine their goals. |
| Update the goals annually | Restate the previous year's goal | Engage youth in discussing the goals; review their plans for the future. Show obvious connection to postsecondary goals | Provide opportunity for youth to state their goals, Reflect, Research, Apply new learning and update plans based on informed choices. |
| Is there evidence of age appropriate transition assessment | Conduct basic interview or survey of interests | Engage youth in annual career/transition assessments. | Engage youth in annual assessments that include related to career planning and transition related needs and resources.. Engage youth in developing their personal individual learning plan. Provide assessments during senior year that address eligibility for agencies that support youth in transition |
| Are there transition services listed in the IEP that will enable students to meet their goals | List a minimum of services that document special education services | Review assessment data to document barriers to setting, meeting goals and provide services that will address the identified barriers | Engage youth in an array of services that enable them to state tentative career interests by the end of the 10 th grade and develop an actionable plan for their future by end of 12 th grade |
| Do transition services include a course of study? | List courses required for meeting graduation or certificate requirements | List courses that meet high school completion goals and address career interests. | Reference Career Pathway courses of study that identify a sequence of courses related to career interests and include academic courses |
| Are there annual IEP goals related to student's transition services needs? | List a minimum of one IEP goal that is directly related to postsecondary goals | Align IEP goals with postsecondary goals | Align IEP goals with Common Core standards, career interests and postsecondary goals. Reference O'Net industry and education requirements for careers of interest |
| Is there evidence that students were invited to attend the meeting? | Student is invited and passively sits in IEP. Teacher shares results of transition interview / interest survey | Student participates in the IEP meeting Parents are passive attendees | Student is actively engaged. Student is the focus of attention and is prepared to take a leadership role in the IEP. Parents are valued and encouraged to participate in the IEP and advocate for their son/daughter |
| Is there evidence that representatives from agencies are invited to the IEP? | Agencies receive notification of IEP with parent approval | Agencies are contacted prior to IEP to encourage their participation | Agencies are invited to the IEP at agreed upon age/grade timelines. Collaboration among agencies is ongoing. Communication happens before and after meetings-not just at IEPs. |