

Learn More Buttons: Postsecondary Transition Plan (PTP) Content

FULL DOCUMENT

The Learn More buttons within most steps of the Postsecondary Transition Plan (PTP) are intended to give an overview of compliance and requirements for that legal section of transition planning. In addition, resources that are pertinent to that section topic are added here. Not every step will have a Learn More section. This document is a compilation of the content of the Learn More buttons for educators to have to utilize in PTP development.

Create PTP Page

The Wisconsin Department of Public Instruction shall assign each student and educator a WISEid, a unique, permanent, and unduplicated identifier. This 10-digit numeric field is required for all reported students and for educators who will be reported in Roster. For continuing students, the WISEid is identical to the existing WSN generated from the Wisconsin Student Locator System (WSLS).

In addition to the legal name of each student enrolled or staff member entered, public school districts will also supply WISEid with other data, such as the student's gender, race, birth date, and at least one parent/guardian name. This information will prevent data collectors from confusing people with identical names, similarly-spelled names, or aliases, for example, multiple David Smiths. WISEid does not require birth certificates or other documentation, but districts might do so, though they may not photocopy them.

WISEid recommends, but does not require, additional data, such as place of birth, nicknames, and more parent/guardian names. The additional data will help ensure that WISEids are unique and that existing WISEids are retained when students or staff move between schools. No personal contact information, such as addresses, phone numbers, or social security numbers, is collected or used by the system.

Student Invite: Step 4

Procedural Requirement:

The public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals.

34 CFR 300.321(b)(1), IDEA

Effective Practice:

The purpose of inviting the student to the IEP meeting is to allow the student to participate fully in the development of his or her transition plan. An effort should be made to schedule the meeting at a time the student is able to attend. The invitation to the student to attend his or her IEP meeting should be extended well in advance of the meeting and must be extended prior to the IEP Team meeting. The invitation may be either written or verbal.

Steps should be taken to prepare the student to participate in the IEP meeting prior to the meeting, including helping the student understand the purpose and components of the transition plan. Consideration could be given to assigning the student specific tasks he/she would carry out at the IEP meeting, e.g., communicating his/her interests and goals and helping the student practice those tasks in advance of the meeting.

Preferences and Interests: Step 6

Procedural Requirement:

If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered.

34 CFR 300.321(b)(2), IDEA

Effective Practice:

Steps may include reviewing the results of age-appropriate transition assessments, allowing the student to designate an IEP team member to provide input on his or her behalf, and interviewing the student prior to the IEP meeting and sharing the results of the interview with the IEP Team. It may also be possible to obtain information about a child's preferences and interests from the child's parents who are attending the IEP Team meeting.

Transition Assessment: Step 7

Procedural Requirement:

The IEP must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills.

34 CFR 300.320(b)(1), IDEA

To be compliant, the LEA must have conducted an age appropriate transition assessment prior to the IEP meeting in which the child has turned 14 years of age and checked yes to the question “Has an age appropriate transition assessment been completed?”

Effective Practice:

Age appropriate transition assessments provide the foundation of the child’s postsecondary transition plan. These assessments focus on the child’s Preferences, Interests, Needs and Strengths (PINS). The assessment must be age-appropriate, on-going and well documented to assist the student and IEP team in creating the child’s measurable postsecondary goals. These goals will focus on employment, education or training and independent living.

There are two types of age appropriate transition assessments:

Formal:

- functional behavior and independent living assessments
- aptitude tests
- intelligence tests and achievement tests
- personality or preference tests

Informal:

- interviews or questionnaires
- direct observations and anecdotal records
- environmental or situational analysis
- interest inventories and preference assessments

Assessments must include the child’s input but may also include the child’s families, teachers, peers, community members, and agencies the student is working with. Including information gathered in different environments and sources can be helpful as well. In **rare** cases, the student will be unable or unwilling to discuss his/her own preferences, interests, strengths, or needs. In these instances, age-appropriate transition assessments may be based on teacher observations, input from the child’s family, or information contained in the student’s records.

New requirement beginning in the 2017-2018 school year, states that all children will have an Academic and Career Plan (ACP) starting in the 6th grade. Most children will have this ACP in place prior to their first transition plan. The ACP will help students explore careers, develop personal, social, and career goals, and provide personalized learning through activities and experiences that can build life-long learning skills. The assessments that are being completed during this ACP process should be considered valuable information to share at the transition IEP meetings.

Examples of Transition Assessment:

- Jose completed the Career Interest Inventory which confirmed interests in the area of Hospitality and Tourism. Jose has shared he wants to run his own restaurant someday. He is currently working part-time at McDonald’s and was Employee of the Month in July, 2016. Jose is very social and enjoys talking to new people. He is able to problem solve and works well in a team setting. Jose is able to focus on the task at hand and can multitask when needed. He is always on time and ready for school and work. Jose is the captain of the baseball team and is a great team leader who listens to his teammates’ concerns.

- Louise completed an interest inventory in Xello. Her highest score was in the cluster Agriculture, Food & Natural Resources. She wants to continue to work in a green house after high school. Louise worked with The Division of Vocational Rehabilitation (DVR) over the summer. Her DVR Counselor has supported several work evaluations to assist Louise in choosing a career path in the retail field. Louise had frequent check-ins with her job coach. By the end of the summer, the job coach was able to give her a task list with some visual aids and Louise could stock the given items with 100% accuracy.

Resources

Transition Assessments Live Binder <http://www.livebinders.com/play/play?id=1596511>

Transition Assessments for Students with Significant Disabilities: <http://transitioncoalition.org/wp-content/uploads/2015/03/SD-assessment-Review-form-DL-3.18.15.pdf>

Age-Appropriate Transition Assessments and Activities <https://witig.org/wp-content/uploads/2017/10/Age-Appropriate-Assessment-Guide.pdf>

DPI Website: Academic and Career Planning <http://dpi.wi.gov/acp>

Education/Training: Step 8

Procedural Requirement:

All students must have a goal that pertains to postsecondary (after high school) education or training.

Beginning not later than in the first IEP that will be in effect when the child is 14, and updated annually thereafter, [the IEP must contain] a statement of appropriate, measurable postsecondary goals for the student based on age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills.

34 CFR 300.321 (B)(1)

Effective Practice:

The Measurable Postsecondary Goal in the area of Education/Training is developed based on the results of the most current age appropriate transition assessment. Once the student has identified an employment goal, the IEP team can help identify education/training goal(s) necessary to meet the student's employment choice.

In some instances, the IEP Team may determine it is appropriate for the education or training goal to relate to other needs, such as health or independent living. To document these specific needs, the IEP team has the option of selecting 'other'. The IEP team will be required to manually enter a compliant postsecondary goal in the area of education and training. The IEP team discussion should focus on integrated and community-based options for education and training. Transition

services provided to the student should include opportunities to tour and experience college campuses and other training opportunities in the community.

Detailed goals are often more meaningful for students. IEP Teams should consider including details in the additional information box, such as the name of the institution the student plans to attend, the student's major or field of study, or the location of on-the-job training.

For a list of options that fit each selection, click on the links below:

- at a technical/community college and earn an associate's degree, diploma, or certificate. <https://www.wtcsystem.edu/>
- attend a 2-year university/college. <http://www.wisconsin.edu/campuses/>
- attend a 4-year college or university and earn an undergraduate degree. <http://www.wisconsin.edu/campuses/>
- attend a short-term certification program. <http://education-portal.com/short-term-certification-programs.html>
- receive on-the-job training (including apprenticeship). <http://www.wisconsinjobcenter.org/training/programs.htm>
- participate in a humanitarian program (e.g., Peace Corps, AmeriCorps, etc.) <http://tinyurl.com/cnafxns>
- enlist in the military. <http://www.usmilitary.com/>
- complete a course or workshop through the UW Extension program. <https://ce.uwex.edu/>

Examples of Postsecondary Education/Training Goals:

- After high school, Jose will attend a 4-year college or university and earn an undergraduate degree.

Additional information relevant to this goal includes: Jose will attend the University of Wisconsin Stout for the Hotel Restaurant and Tourism Management Program.

- After high school, Louise will attend a technical/community college and earn an associate's degree, diploma, or certificate.

Additional information relevant to this goal includes: Louise is interested in completing the Horticultural Studies program at a Wisconsin's Technical College Campus.

- After high school, Jenny will receive on-the-job training.

Additional information relevant to this goal includes: Jenny is interested in gaining the skills needed to work as a retail associate at a department store.

Resources

Opening Doors to Postsecondary Education and Training:
<http://dpi.wi.gov/sites/default/files/imce/sped/pdf/tranopndrs.pdf>

Think College! Wisconsin: <https://thinkcollege.net/>

WIOA: Frequently Asked Questions for Schools <http://witig.org/resource-link.html?id=32731>

Implementing New Requirements of the Workforce Innovation and Opportunity Act
[//www.witig.org/resource-link.html?id=32777](http://www.witig.org/resource-link.html?id=32777)

U.S. DOE "Know Your Rights and Responsibilities: Students with Disabilities Preparing for Postsecondary Education": <http://www2.ed.gov/about/offices/list/ocr/transition.html>

Disability Services – Wisconsin Technical College System (WTCS)
<http://mywtcs.wtcsystem.edu/student-success/student-services/disability-services>

Dual Enrollment Options in Wisconsin
<http://www.witig.org/resource-link.html?id=32737>

Employment Goal: Step 9

Procedural Requirement:

All students must have a goal pertaining to postsecondary employment. Beginning no later than the first IEP that will be in effect when the child is 14, and updated annually thereafter, (the IEP must contain) a statement of appropriate, measurable postsecondary goals for the student based on age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills.
34 CFR 300.320(B)(1)

The Measurable Postsecondary Goal in the area of Employment is developed using <https://dpi.wi.gov/cte/career-clusters> and the 16 National Career Clusters. Choose the Cluster, Pathway, and Career that best matches the student's choice. IEP Teams can use the additional text box to list the specific information about the career(s) the student is most interested in. Information can also include the work setting, geographical location, or level of support needed for this career.

Effective Practice:

The Measurable Postsecondary Goal in the area of Employment is developed based on the results of the most current age appropriate transition assessment the student, family and IEP team completed. This goal may change, but is important to have in place for future planning when deciding coursework, job opportunities, and volunteer experiences that will help prepare them for future employment opportunities. It is important that IEP Team find community-based integrated work settings for all students and take into consideration the Least Restrictive Environment in employment settings.

It is the belief and focus of the WDPI that all young people have the right to obtain community-based integrated employment. This focus has been supported and enhanced by the Workforce Innovation and Opportunity Act (WIOA). WIOA creates both new opportunities and responsibilities for schools in partnership with the Division of Vocational Rehabilitation (DVR) and adult services to support students and youth with disabilities to transition from school to college and/or integrated employment in the community. This legislation prohibits students who have employment goals to

be automatically placed in sub-minimum wage employment. These students and families must first explore community-based integrated employment options with the Division of Vocational Rehabilitation (DVR). WIOA: Frequently Asked Questions for Schools <https://www.witig.org/resource-link.html?id=32778> Implementing New Requirements of the Workforce Innovation and Opportunity Act <https://www.witig.org/resource-link.html?id=32814>

Another Wisconsin state requirement is increasing the focus on making sure all students are college and career ready. Academic and Career Planning, or ACP, is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for postsecondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills. The ACP will provide services for 6-12 graders beginning in the Fall of 2017. Information gathered during the ACP process will be very useful information to add in the Postsecondary Transition Plan (PTP). Connect with the student's School Counselor to assure the ACP and PTP align.

Examples of Employment Goals:

- After completing or obtaining postsecondary education or training, LOUISE will be employed in the field of Agriculture, Food & Natural Resources - Plant Systems - Nursery Worker.
- Additional Information: Louise wants to work in a nursery or green house. It is likely that Louise will need a job coach or natural supports to help her learn new tasks and carry out her daily duties until she is comfortable in new employment settings.
- After completing or obtaining postsecondary education or training, MEGAN will be employed in the field of Arts, Audio/Video Technology & Communications - Audio and Video Technology and Film - Audio & Video Equipment Technician.
- Additional Information: Megan plans to volunteer at the local library as the AV Assistant on a monthly basis. The amount of time Megan will be able to volunteer is based on how she is feeling on any given day. Megan's employment goal is based on information provided from caregivers and Megan's increased interest and engagement with movies and music.
- After completing on-the-job training in a retail environment, Jenny will be employed as a sales associate at least 20 hours per week.

Additional Information: Jenny is working with DVR to seek and obtain a retail position at Target where she can receive paid on-the-job training and then continue as a sales associate after completing the paid training period.

Resources

Letter from OSEP regarding transition work placements:

<http://dpi.wi.gov/sites/default/files/imce/sped/pdf/tran-osep-spitzer-letter.pdf>

DPI Website: Academic and Career Planning

<http://dpi.wi.gov/acp>

Xello in Wisconsin: <https://dpi.wi.gov/acp/xello-in-wisconsin>

Career Clusters: <https://careertech.org/career-clusters>

Opening Doors to Employment:

<http://dpi.wi.gov/sites/default/files/imce/sped/pdf/tranopndrs-employmt.pdf>

Transition Action Guide:

<https://dwd.wisconsin.gov/dvr/policy-guidance/toolkits-guides-manuals/tag.pdf>

Let's Get to Work Best Practice Resources:

<http://www.letsgettoworkwi.org/index.php/lgtw-project-resources/general/>

Guide to Wisconsin's Labor Laws:

<http://dpi.wi.gov/sites/default/files/imce/sped/pdf/tran-child-labor-laws.pdf>

Independent Living: Step 10

Procedural Requirement:

Goals in the area of independent living are required only if appropriate. It is up to the child's IEP Team to determine whether IEP/PTP goals related to the development of independent living skills are appropriate and necessary for the child to receive FAPE.

34 CFR 300.321 (b)(1)

Effective Practice:

The IEP team, including the student, should review the list of transition services related to Independent Living for home and community to consider needs in this area. Measurable Postsecondary Goals in the area of Independent Living Skills should be developed based on results of current age appropriate transition assessment. It is important that the entire IEP team has input in determining if the student has a need for one or more Independent Living goals. Regardless of the student's learning and support needs, independent living goals may be beneficial to foster living as independently as possible after graduation from high school. It is important for the IEP team to consider the relationship of independent living skills to success in other goal areas, including postsecondary education and employment.

Areas of Independent Living Skills to Consider:

Housing	<ul style="list-style-type: none">• Campus• Living alone• Living with a roommate• Supports from Long Term Care• Housing Assistance and resources available
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Transportation	<ul style="list-style-type: none"> • Driver's License • Public transportation • Car pool, ride share
Personal Finance	<ul style="list-style-type: none"> • Budgeting • Checking and savings account • Understanding loans • Credit limits and credit scores • Understanding pay stubs and taxes
Safety	<ul style="list-style-type: none"> • Personal Safety • Public Safety • Home Safety • Technology Safety
Health Care Needs	<ul style="list-style-type: none"> • Medications and Prescriptions • Schedule and attend appointments
Communications Skills	<ul style="list-style-type: none"> • Social Skills • Living with a roommate • Asking for help • Taking directions from Supervisors • Getting along with co-workers • Sending emails and making phone calls • Accessing resources in native language • Assistive technology
Counseling	<ul style="list-style-type: none"> • Mental Illness • Alcohol and Other Drug Abuse • Behavioral Supports

Examples of Independent Living Goals:

- After high school, Jose will: live in a dorm with a roommate.
- After high school, Louise will: use public transportation independently to travel between her home and her job.

Resources

Transition Assessments Live Binder (Adult and Independent Living Section)

<http://www.livebinders.com/play/play?id=1596511>

Center for Independent Living of Wisconsin http://witig.org/wstidata/resources/Everything-You-Wanted-To-Know-About-Being-An-Adult-1252006_1342811023.pdf

Annual Goals/Objectives: Step 12

Procedural Requirement:

The IEP must contain at least one annual goal or short-term objective that will reasonably help the child make progress toward meeting each of the stated postsecondary goals.

34 CFR 300.320(a)(2)

Effective Practice:

In developing annual goals for a student, the IEP Team should work from grade-level standards and consider whether the student has any identified learning or support needs that are barriers to success in the student's chosen postsecondary goals of education/training, employment, and/or independent living environments. Annual goals should address skills needed to be successful in future environments identified in their postsecondary goals. Annual goals and objectives should be created by the IEP team, and should be based on data collected prior to the IEP meeting. It is helpful to set and assess the attainment of benchmarks that can be monitored on a regular basis. This can serve as evidence that the student is progressing and mastering the skills identified in the annual goals.

Examples of Annual Goals:

Trevon will complete the CTE Welding I course, improving his ability to read blueprints from a baseline of interpreting a basic weld from a sketch with independent 95% mastery to mastering by fabricating parts from a drawing or a sketch with 80% accuracy over 5 attempts.

Given direct instruction in the high school Business Math course and guided practice, Cheyenne will create spreadsheets using money management software from a baseline of budgeting for shopping for one day to being able to budget for all expenses for one month with a 20% savings contribution left at the end of the month for 10 out of 12 months of the annual budget.

With the provision of systematic instruction, Alex will complete all steps in the grocery-bagging task analysis from a baseline of 10 verbal prompts to a goal of no more than two verbal prompts for three or more consecutive trials by May 2020.

Jose will independently complete his daily planner to assist in tracking assignments and due dates for all classes, with no more than one verbal prompt, in 4 out of 5 opportunities. Jose currently does not utilize his planner for assignment tracking.

Resources

College and Career Ready IEP Resources

<https://dpi.wi.gov/sped/college-and-career-ready-ieps/resources>

Individualized Education Program (IEP): Preparing Students for College and Career: <https://dpi.wi.gov/sped/college-and-career-ready-ieps>

Wisconsin Standards for English Language Arts:
<https://dpi.wi.gov/ela/standards>

Wisconsin Standards for Math:
<https://dpi.wi.gov/math/standards>

Wisconsin Alternate Academic Achievement Standards:
<https://dpi.wi.gov/sped/top>

Pre-Employment Transition Services: Step 13

Procedural Requirement:

The IEP must contain at least one transition service and a course of study that will assist a child to reach her/his postsecondary goals.

34 CFR 300.43(a), IDEA and 34 CFR 300.320(b)(2), IDEA.

To be compliant, the LEA must have conducted an age appropriate transition assessment prior to the IEP meeting in which the child has turned 14 years of age and checked yes to the question “Has an age appropriate transition assessment been completed?”

Effective Practice:

Transition services are defined as educational activities and supports designed to assist students with disabilities to reach measurable postsecondary goals. The determination of specific transition service needs stems from individual results of various age-appropriate transition assessments. The Wisconsin Department of Public Instruction (WI DPI) promotes the objective of educational services for all students as preparation for College and Career. A related state requirement for Academic Career Planning (ACP) for all students in grades 6-12 will be fully implemented as of the 2017-18 school year. In addition, the federal Workforce Innovation and Opportunity Act (WIOA) includes the collaborative responsibility of school, vocational rehabilitation services, and long term support to provide Pre-Employment Transition Services (Pre-ETS) to students. School districts will need to verify that transition services listed in the prior year’s IEP/PTP were indeed provided to the student. A recommended effective practice is to review all categories from the drop-down menu in the PTP (also listed below) and, in conjunction with the student and family, choose all services that are needed and will be provided in the following year.

WIOA prohibits Local Education Authorities (LEAs or school districts) from entering into contracts with service providers for the purpose of having students engage in employment skills training at sub-minimum wage jobs. Thus, WIOA enhances the need for the provision of transition services to students with disabilities, including those with significant disabilities that will contribute to college and career readiness. Transition Service options in the PTP have been revised and aligned with the Pre-Employment Transition Service categories listed in WIOA to facilitate the selection and delivery of educational services to students ages 14-21 that support college and career readiness. For the purpose of facilitating individualized transition planning, the WIOA Pre-ETS category of Workplace

Readiness/Social and Independent Living Skills Training has been split into two categories in the PTP, one for home skill development services and the other for community skill building services.

Pre-Employment Transition Services Categories and Explanations:

1. **Job Exploration Counseling Services** – Support for the student to learn about a variety of career options to make informed choices about current and future employment.
 - Examples:
 - Support student to explore career interests (Academic Career Planning (ACP))
 - Determine student’s skills and strengths related to work
 - Help student take Career and Technical Education (CTE) classes
2. **Work-Based Learning Experiences** - Provide opportunities for the student to gain hands-on experience to identify strengths and interests, and develop skills for employment.
 - Examples:
 - Help student get involved in jobs at school (school store, library, office, cafeteria, coffee shop)
 - Talk to student about how to discuss her/his disability with a boss
 - Support student volunteering in the community
3. **Postsecondary and Higher Education Related Services** – Assist the student to achieve academic goals during high school and explore various types of college and job training programs.
 - Examples:
 - Review and discuss academic skills, strengths, and accommodations needed in college with student
 - Review Section 504 of the Rehabilitation Act and Americans with Disability Act with student and family to help them prepare for college
 - Set up student meeting with the school counselor to talk about college and job training options
4. **Work Readiness Social and Independent Living Skills Services for Home** – Support the student to build skills for increased independence at home.
 - Examples:
 - Create a list with the student and family of things the student can do at home (make a sandwich, set the table, load the dishwasher, cut the lawn, rake the leaves, etc.)
 - Support the student to become more independent with at home chores based on assessment
 - Provide opportunities for student to learn about and practice being in the community (what to do at a restaurant, bank, grocery store, etc.)
 -
5. **Work Readiness Social and Independent Living Skills Services for Community** – Support the student to build skills for increased independence in the community.
 - Examples:
 - Figure out supports needed for student to be safe in the community
 - Teach safety skills based on assessment (street crossing, strangers, emergencies)
 - Teach student to use public transportation
6. **Instruction in Self-Advocacy** – Provide information, guidance, and experiences for the student to gain self-knowledge and skills to appropriately express needs and opinions.
 - Examples:

- Teach student the skills to speak up for her/himself at school, work, and in the community
- Provide opportunities for student to choose and participate in general education classrooms, extra-curricular activities, and community-based opportunities Support student to learn to keep her/himself physically healthy

Resources

Transition Action Guide (TAG):

<https://dwd.wisconsin.gov/dvr/policy-guidance/toolkits-guides-manuals/tag.pdf>

Full List of Transition Services:

<https://www.witig.org/resource-link.html?id=32814>

WIOA Frequently Asked Questions for Schools:

<https://dpi.wi.gov/sites/default/files/imce/sped/pdf/tran-wioa-faq.pdf>

Self-Determination Handbook with forms:

<http://dpi.wi.gov/sites/default/files/imce/sped/doc/tran-self-determination-hbk.doc>

Opening Doors to Self-Determination:

<http://dpi.wi.gov/sites/default/files/imce/sped/pdf/tranopndrs-self-determination.pdf>

Opening Doors to Adult Services:

<http://dpi.wi.gov/sites/default/files/imce/sped/pdf/tran-adult-services-guide.pdf>

Think College: <https://www.waisman.wisc.edu/thinkcollege/>

Outside Agency: Steps 14 and 15

Procedural Requirement:

To the extent appropriate, with the consent of the parents or a student who has reached the age of majority, ... the public agency must invite [to an IEP Team meeting] 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)

Inviting an outside participating agency likely to provide or pay for transition services to an IEP Team meeting involves disclosure of confidential student information. Consequently, a local education agency is required to obtain parental consent (or the consent of a child who has reached the age of majority) before inviting a representative from any outside participating agency likely to be responsible for providing or paying for transition services to attend an IEP Team meeting. Consent must be in writing and documented in the student's file. 34 CFR 300.622(b)(2), IDEA

Effective Practice:

Whether an outside agency will provide or pay for transition services is dependent on that agency's resources and service guidelines. IEP Teams should become familiar with the service criteria of outside agencies in their area in order to make informed decisions about whether agencies are likely to provide or pay for services. It is the responsibility of the educational staff to inform the student and families of the outside agencies that exist. If a student is currently working with an outside agency and has a service plan, all efforts should be made to share that service plan at the meeting. If an agency representative is unable to attend, the student or parent can share the plan at the IEP team meeting. It is important that all members supporting the student and providing transition services are working on the same postsecondary goals.

If a parent or adult student does not respond to three good faith, but unsuccessful, attempts to obtain consent to invite an outside participating agency, the local education agency may not invite the outside agency to the IEP Team meeting. Documentation of each attempt including dates and methods must be maintained in the student's file.

Adult Agencies can include services that will support the young adult with:

- Employment, vocational services, volunteer work
- In-home care
- Housekeeping and chore services
- Home modifications, safety and maintenance
- Health (healthy lifestyles, management of chronic conditions, dementia, etc.)
- Respite
- Transportation
- Nutrition, home delivered meals
- Housing, including low income housing
- Assisted Living, nursing homes and other long term care facilities
- Financial assistance (e.g., Social Security, SSI, Medicare, Medicaid and other benefit programs)
- Legal issues (guardianship, power of attorney, client rights advocacy)
- Abuse, neglect and financial exploitation
- Mental health, alcohol and drug abuse, crisis intervention
- Adaptive equipment
- Other

Connecting appropriate agencies with the student and family is the first step. Developing a plan to follow up with the application process and teaching the student and family to advocate for what they need is the second step in making sure the student has a successful transition to adult life after high school. Now more than ever before, there is an emphasis on community-based and integrated employment for all people who desire to work. The Workforce Innovation and Opportunity Act (WIOA) makes connecting with agencies such as the Division of Vocational Rehabilitation (DVR) even more critical. Each school district in Wisconsin has been assigned a DVR counselor to support the child who applies for employment services.

If a student is currently working with one or more outside agencies, IEP team members should discuss benefits of ensuring IEP alignment with the student and family. The best way to ensure alignment is to have a joint meeting to discuss the student's goals and services. If an agency representative is unable to attend, the student or parent can share the plan at the IEP team meeting.

Resources

Opening Doors: A Guide to Adult

Services: <https://dpi.wi.gov/sites/default/files/imce/sped/pdf/tran-adult-services-guide.pdf>

Division of Vocational Rehabilitation (DVR) <https://dwd.wisconsin.gov/dvr/>

Aging and Disability Resource Center (ADRC) <https://www.dhs.wisconsin.gov/adrc/index.htm>

Interagency Agreement – Division of Vocational Rehabilitation (DVR), Department of Public Instruction (DPI), and Department of Health Services (DHS):

https://dwd.wisconsin.gov/dvr/partners/agreements/dpi_interagency_agreement.pdf

Course of Study: Step 17

Procedural Requirement:

Beginning not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include ... the transition services (including courses of study) needed to assist the child in reaching those goals. 34 CFR 300.320(b)(2)

Effective Practice:

IEP teams are strongly encouraged to create multi-year plan for the Course of Study. **If the student is in middle school, the plan should include the current year's classes through the 9th grade. If the student is in high school, the plan should include the current year's classes through the anticipated year of exit from high school.** It is important that courses are added to the plan that match the student's preferences, interests, needs and strengths related to future training and career goals. It is also important to identify courses and other opportunities that will help develop independent living skills while the student is still in school.

School counselors are a valuable resource when developing the Course of Study. Not only do they know the courses available at the school, but they also know what courses must be completed to access different postsecondary educational institutions and other options. School counselors can also provide information to the child and their family about Dual Enrollment, Youth Options, work study opportunities or employment as part of the Course of Study. Graduation options (regular diploma, Certificate of Completion, etc....) should also be discussed to assure the student is receiving the correct diploma to meet their postsecondary goals.

When manually entering course titles, it is effective practice to list core coursework titles and subjects in a multi-year plan for the student to meet graduation requirements along with identifying electives that foster future measurable postsecondary goal attainment. It is understood that course selection is based upon availability. The course of study will be reviewed annually, and if appropriate, updated at that time. Additional information about the course of study should be included in the additional text box provided.

Resources

DPI Roster: <https://dpi.wi.gov/wisedata/roster>

Career Pathways/Career Clusters: <https://dpi.wi.gov/pathways-wisconsin>

Wisconsin Technical College System (WCTC): <http://mywtcs.wtcsystem.edu/student-success/student-services/disability-services>

Wisconsin Youth Options: <https://dpi.wi.gov/dual-enrollment>

DPI: Parent and Student Graduation Resources: <https://dpi.wi.gov/graduation/parents-resources>

Transfer of Rights: Step 18

Procedural Requirement:

Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of her/his rights under Part B of the Act [IDEA], if any, that will transfer to the child on reaching the age of majority.

34 CFR 300.320(c), IDEA

When a legal guardian has been appointed for a student who has reached the age of majority under State law, the rights under Part B of the Act [IDEA] do not transfer to the student. It is not necessary to inform the student of the transfer.

34 CFR 300.520(a), IDEA

The student should be informed that:

- The school will provide any notice required by IDEA to the student, and will continue to provide copies of the notices to the student's parents.
- All rights accorded to parents under IDEA transfer to the student.

Once the student has been informed of the rights to be transferred, it is not necessary to repeat the process annually.

Effective Practice:

The IEP team should begin discussing what the Transfer of Rights means with the student and the family more than one year in advance of the student's eighteenth birthday. If guardianship is a consideration, it is important to provide resources about not only guardianship, but also power of attorney, and **supported decision making** as options. This will help the student and family understand multiple options to explore when thinking about the transfer of rights. There is a continuum of options for adults (individuals) with disabilities to get the support they need to live full and productive lives. Supported decision making can be a good choice for some students and their families.

In essence, **supported decision making** is: a guardianship alternative through which people with disabilities use friends, family members, and professionals to help them understand the situations and choices they face, so they may make their own decisions without the need for a guardian. Powers of Attorney, representative payees and simple release of information forms can assist families to provide the support and safeguards their student/ individual needs without imposing full guardianship restrictions.

Examples of Transfer of Rights:

- Megan and her parents were given the Age of Majority letter explaining the transfer of rights to Megan at the age of 18. Megan's parents will begin the process for Guardianship when Megan is 17 years 6 months. The school provided a copy of the booklet "Understanding Guardianships: A Handbook for Guardians"
- Louise and her parents were given the Age of Majority letter and the booklet "What you should know about WI LAW: Your Legal Rights and Responsibilities". Louise's parents discussed their interest in finding out more about guardianship options and supported decision-making. They were given the booklet "Understanding Guardianship: A Handbook for Guardians" and the website for supported decision-making <http://www.supporteddecisionmaking.org/> They believe supported decision-making will be the best option for Louise.
- Tyler and his parents were given the booklet "What you should know about WI LAW: Your Legal Rights and Responsibilities" last year and have decided Tyler is capable of being his own guardian. Tyler has signed consent stating the school district may communicate with his parents regarding his education.

Resources

Board for People with Developmental Disabilities: Supported Decision Making: <https://wi-bpdd.org/index.php/SupportedDecision-Making/>

Wisconsin Guardianship Support Center: <https://gwaar.org>

Disability Rights Wisconsin: Supported Decision – Making: <http://www.disabilityrightswi.org/resources/supported-decision-making/>

Center for Parent Information and Resources – Age of Majority: <http://www.parentcenterhub.org/repository/age-of-majority>

Procedural Safeguards Notice: <http://dpi.wi.gov/sites/default/files/imce/sped/doc/proc-safegds.doc>

The Civil Rights Division Booklet: http://www.justice.gov/crt/publications/division_booklet.pdf

Supported Decision Making: <http://supporteddecisionmaking.org/>

Student Exit Year: Step 19

Procedural Requirement:

“A public agency must provide the child with a summary of the student's academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the student's measurable postsecondary goals.”

34CFR 300.305 (e)(3)

P-3 Notice of Graduation Form

Form P-3 is used to provide the parent and the student with notice of graduation with a regular high school diploma and to provide the student a summary of academic achievement and functional performance. Graduation from high school with a regular diploma ends a student's eligibility for special education and related services and is a change of placement requiring written prior notice. A regular high school diploma does not include an alternative degree that is not fully aligned with the State's academic standards. Receipt of a high school equivalency diploma (HSED) does not end a student's eligibility for special education services. Students who do not graduate with a regular high school diploma continue to have a right to a free appropriate public education (FAPE) until the end of the school term in which they turn 21. Additional information about graduation is available at <https://dpi.wi.gov/graduation/paths>

The Summary of Performance, or SoP, was made a requirement for students with disabilities upon the reauthorization of IDEA in 2004. The SoP is required for students with disabilities who:

- Graduate from high school with a regular diploma
- Exit high school due to reaching the maximum age (21)
- Complete a High School Equivalency Diploma (HSED) within a DPI approved General Educational Development Option #2 (GEDO #2) program

The SoP, with the accompanying documentation, is important to assist the student in the transition from high school to higher education, training, and/or employment. This information is necessary under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act to help establish a student's eligibility for reasonable accommodations and supports in postsecondary settings. It is also beneficial information to have when seeking services from adult agencies.

The SoP is required to be completed by the end of the student's high school career, however the timing of the completion of the SoP may vary depending on the student's postsecondary goals. It is effective practice to begin this document earlier so that the student can use the SoP, with additional documentation when applying to colleges or as the student applies for services from state agencies such as vocational rehabilitation. It is also effective practice to complete the SoP in collaboration with the student and the student's family.

Schools have a choice to use the IEP P-3 Notice of Graduation Form as the SoP, or they can use the Effective Practice SOP Form along with the P-3.

The Summary of Performance provides information on the student's current level of performance in the following areas:

- Academics: reading, writing, and math in relation to the Common Core State Standards
- Functional skills: study skills, independent living, self-determination, etc.
- The impact of the students' disability on academics and functional skills
- The use and impact of assistive technology and other accommodations

- Recommendations of what technology and supports should be used by the student in postsecondary environments

It is also effective practice to complete the SoP in collaboration with the student and the student's family. This document is most beneficial when the student understands the information included and can use it to advocate for entitlements provided under the Americans with Disabilities Act (ADA).

In addition to providing a notice of graduation and summary of performance, students and family members are given the opportunity to consent to have the student's educational records maintained for more than one year with identifiable information. With consent, school districts would typically maintain such records for at least five years. Students and family members should be educated to understand that school records might be needed for the purpose of seeking adult services multiple years after high school graduation. This can include applying to college or another type of postsecondary institution, seeking home or community supports, or for an employer. If consent is not provided, educational records with identifiable information must only be maintained for one year after graduation.

Resources

IDEA <http://idea.ed.gov>

Americans with Disabilities Act (ADA) <https://www.ada.gov/>

Effective Practice - Summary of Performance Form
https://www.witig.org/wstidata/resources/sop-blankform-3-5-fillable_1432232910.pdf

DPI Update Bulletin 10.08: Graduation Procedures
<http://dpi.wi.gov/sites/default/files/imce/sped/pdf/bul10-08.pdf>



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