

## Transition IEP Meeting Agenda:

### ***Before the team meeting:***

- *The student and IEP manager should review the Transition Portfolio and contact the appropriate agency service providers.*
- *The IEP manager and current service providers should review progress notes and measurable postsecondary goal plans. Determine if further evaluation is needed before the IEP meeting.*

## IEP Meeting Agenda:

1. **Introductions** of team members.
2. Student participation at the IEP meeting to identify **Measurable Postsecondary Goals** is very important. Start the meeting with a discussion of the broad descriptions of the student's vision of what he/she might like to do in the areas of employment, education, training, and independent living. (At the start these broad descriptions might be less specific. By the time of the last IEP meeting, these should be very specific and measurable within the next year.) The team builds the IEP services on these broad goal plans.
3. Discuss the **Courses of Study** needed to reach the postsecondary goals. Teams should be sure that the current grade level plan and past grade(s) are correct. Project future grade level plans but these may change as the post secondary plans change from year to year. Match the current year course of study to the current year measurable postsecondary goals.
4. Discuss **Transition Services**. Discuss the specialized instruction, regular education and career and technical education instruction needed to meet the measurable post secondary goals. Discuss community experiences and activities for transition. Discuss related services. If appropriate, discuss services to help the student acquire daily living skills, skills in the community, and recreation and leisure skills. If appropriate, discuss a functional vocation evaluation and risk assessment. **Use Bold Font for those special education responsibilities.**
5. Determine **Annual Goals and Objectives** for Special Education Services. Annual goals are those which address the disability area(s) in which the student is qualified for services.  
Example: If a student qualified for special education services with a Specific Learning Disability in math, and the measurable postsecondary goal in Education was to attend a technical institute to be a carpenter, an example of an annual goal could be: By June, 2009, when give a math applications probe, Student will complete 17 problems correct in ten minutes as measured by special education staff once per week. There would be a link to this annual goal in the Transition Services plan under Instruction Services.

6. Review the **Age of Majority**. This transfer of rights is at age 18. Notice must be completed no later than one year before the student reaches age 18.
7. **Graduation Planning** should start at grade 9 and be addressed at each IEP meeting. Discuss graduation requirements and completion of IEP goals.
8. Discuss **Special Education Services and Related Services**. Determine the service, start dates, frequency, location and duration.
9. Discuss **Supplementary Aids and Services**. This includes accommodations, program modifications, assistive technology, paraprofessional support, special transportation, etc.
10. Discuss the **Least Restrictive Environment**. This is an explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular class and extracurricular and other non-academic activities.
11. Discuss **Grade Level and State Assessments for Accountability**. Currently, this is the Minnesota Comprehensive Assessment-II (MCA-II) or the Minnesota Test of Academic Skills (MTAS). Discuss **District Wide Assessments**. If appropriate, discuss **Limited English Proficient (LEP) State Assessments for Accountability**.
12. Discuss **Diploma Requirements**. Determine when the student expects to complete diploma and IEP requirements.
13. Discuss **Extended School Year Services**. Discuss need for services and determine the service plan in advance of the service implementation.