



Office Hours - Developing Compliant Transition Plans

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

Updated December 2023



Colette Sullivan
Federal Programs Coordinator



Jennifer Gleason
Special Education Consultant



Karlie Thibodeau
Special Education Consultant



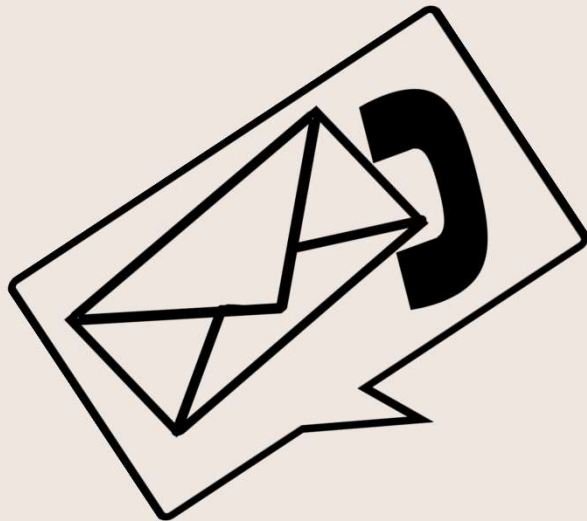
Ashley Satre
Special Education Consultant



Julie Pelletier
Secretary Associate



Contact Information



Colette Sullivan - Federal Programs Coordinator
colette.Sullivan@maine.gov

Jennifer Gleason - Special Education Consultant
jennifer.gleason@maine.gov

Karlie Thibodeau - Special Education Consultant
karlie.l.thibodeau@maine.gov

Ashley Satre - Special Education Consultant
ashley.satre@maine.gov

Julie Pelletier - Secretary Associate
julie.pelletier@maine.gov



IEP - Section 3

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



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

IEP - Section 9

9. POST-SECONDARY TRANSITION PLAN

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

IDEA - Age 16

MUSER - No later than 9th Grade

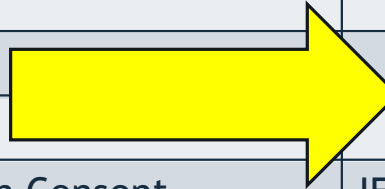


B13 Components

Components of Transition Plan

Where

Purpose of Meeting
Child Invited to Meeting



Advance Written Notice
Advance Written Notice

Agency Invited with Parents PRIOR Written Consent

IEP 9G and Parental Consent Form

Post-Secondary Goals Updated Annually

Written Notice

Post-Secondary Goals Based on Age-Appropriate Assessments

IEP Section 9B

Measurable Post-Secondary Goals in Education/Training

IEP Section 9D and Section 5

Measurable Post-Secondary Goals in Employment

IEP Section 9D and Section 5

Measurable Post-Secondary Goals in Independent Living

IEP Section 9D and Section 5

Course of Study

IEP Section 9E

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

IEP Section 9F

B13 Components

<u>Components of Transition Plan</u>	<u>Where</u>
Purpose of Meeting	Advance Written Notice

The purpose(s) of the meeting is:

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



B13 Components

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

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

An IEP/IFSP Team meeting has been scheduled for:

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

**Procedural Manual
Page 38**



B13 Components

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

IEP - Section 9G

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

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

1. Vocational Rehabilitation

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

- **If the SAU determines that outside agency services are necessary:**

- List in this section of the IEP the agencies that have agreed to be responsible to provide or fund services in the coming year.
- Prior to inviting any agencies, the school must obtain written prior consent from the parent or adult student using the **Consent to Invite Outside Agencies** form. This form must be retained by the SAU in the child's educational record and the process repeated before every post-secondary transition meeting.
- If a family or adult student decline to give written consent to invite an agency, it should be noted in this section and clearly documented in the Written Notice.
 - Example: "Child and family have been informed of agency connections and potential benefits of services but decline to pursue services at this time."
 - Once an agency connection has been identified and the school has obtained the appropriate written consent to invite the agency, invitations to the appropriate agencies should be extended via the **Advance Written Notice.**
 - If a representative from the agency is unable to attend, the school must ensure that the parents/child understand the need to connect with the agency. Since actual eligibility for services from most agencies involves unique intake processes, schools must make an effort to assist parents and children in compiling the necessary eligibility information.

- **If the SAU determines that outside agency services are NOT necessary**

- If an adult service agency is NOT currently needed due to the child's age, current needs for such services, or other factors, provide a simple explanation of why agency connections are not necessary.
- Examples of this documentation include:
 - "Child is not currently eligible for services related to this post-secondary goal at this time.
 - "Child does not require services from outside agencies at this time."
 - "Child is too young for services from adult agencies at this time."
 - "NA"

Procedural Manual
Page 41



B13 Components



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

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

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

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

Dear |,

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

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

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

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

Parent/Guardian Signature _____ Date _____

Enclosures may be included within this document and recorded below:

--

Procedural Manual
Page 47



National Secondary Transition Technical Assistance Center

8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?

Y N NA

For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: *postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation* for the postsecondary goals?

Was prior consent obtained from the parent (or student who has reached the age of majority)?

- If *yes* to both, then circle Y
- If *no* invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N
- If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA
- If parent or individual student consent (when appropriate) was *not* provided, circle NA

NSTTAC Indicator 13 Checklist Form A (Meets Minimum SPP/APR 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 transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))



9G and Parental Consent

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

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



Parental Consent to Invite Other Agencies to IEP Meetings
Secondary Transition – Post-Secondary Goals and Transition Services
Maine Unified Special Education Regulations (MUSER VI(2)(c)(3)(e))

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

Date given/mailed to parent:

Date received back from parent:

Dear _____,

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

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

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

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

Parent/Guardian Signature

Date

Enclosures may be included within this document and recorded below:



B13 Components

Components of Transition Plan

Agency Invited with Parents PRIOR Written Consent

Where

IEP 9G and Parental Consent Form

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

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



B13 Components

Components of Transition Plan

Where

Agency Invited with Parents PRIOR Written Consent

IEP 9G and Parental Consent Form

Name and Position

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

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

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



B13 Components

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

Components of Transition Plan

Post-Secondary Goals Updated Annually

Where

Written Notice

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

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

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

The Team reviewed and updated Transition Goals.



B13 Components

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

IEP - Section 9B

Components of Transition Plan

Post-Secondary Goals Based on Age-Appropriate Assessments

Where

IEP Section 9B

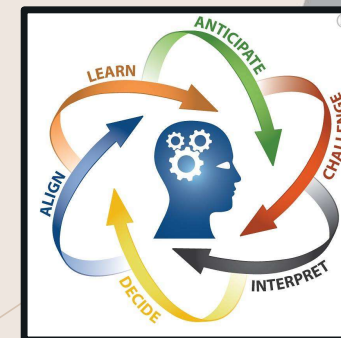
B. List of Transition Assessments Completed:

Informal student interview (2021)

Career interest inventory (2022)

Classroom observation (2022)

Procedural Manual
Page 37-38



This Photo by Unknown Author
is licensed under [CC BY-NC-ND](https://creativecommons.org/licenses/by-nc-nd/4.0/)



IEP - Section 9B

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

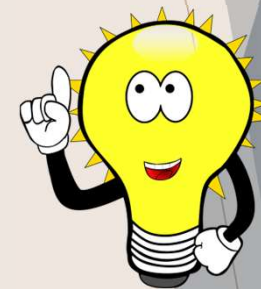
<u>Acceptable Transition Assessments</u>	<u>Assessments without Transition Components</u>
SATs PSATs ASVAB Accuplacer	NWEAs WISC-V WIAT-III WJ-IV Curriculum Based Measures



IEP - Section 9B

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

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



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



This is **OPTIONAL** but recommended.

IEP - Section 4A

Components of Transition Plan

Post-Secondary Goals Based on Age-Appropriate Assessments

Where

IEP Section 9B

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

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

Evaluations Administered:

1/15/23 –

Woodcock Johnson-4

- **Basic Reading Skills – 78**
- **Reading Comprehension – 79**
- **Reading Fluency – 73**

January 2023 –

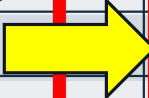
Career Interest Inventory: The results show that child enjoys hands on projects and is good with technology. This supports their continued exploration of carpentry.

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



B13 Components

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



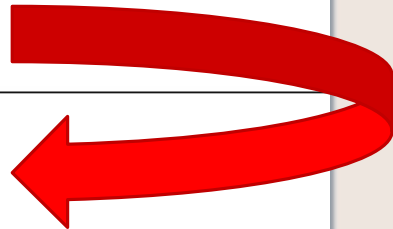
IEP - Section 9D

Education/Training Goal -

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

This *is* written as “will” statements.

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



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

Education/Training Goal and Employment should be in Alignment.



IEP - Section 9D

Independent Living Goal -

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

Consider:

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



This Photo by Unknown Author is licensed under [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/)

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

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

Education/Training Goal

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

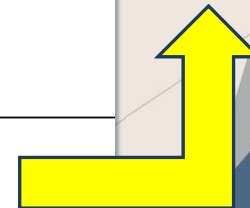
Employment Goal

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

Independent Living Skill Goal (when appropriate)

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

Depending on the student, this may be blank.



IEP - Section 9D

This Photo by Unknown Author is licensed under CC BY-SA



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

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

Education/Training Goal

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

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

Employment Goal

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

XXXXX will work in the field of marketing.

Independent Living Skill Goal (when appropriate)

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

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

IEP - Section 9 to Section 5

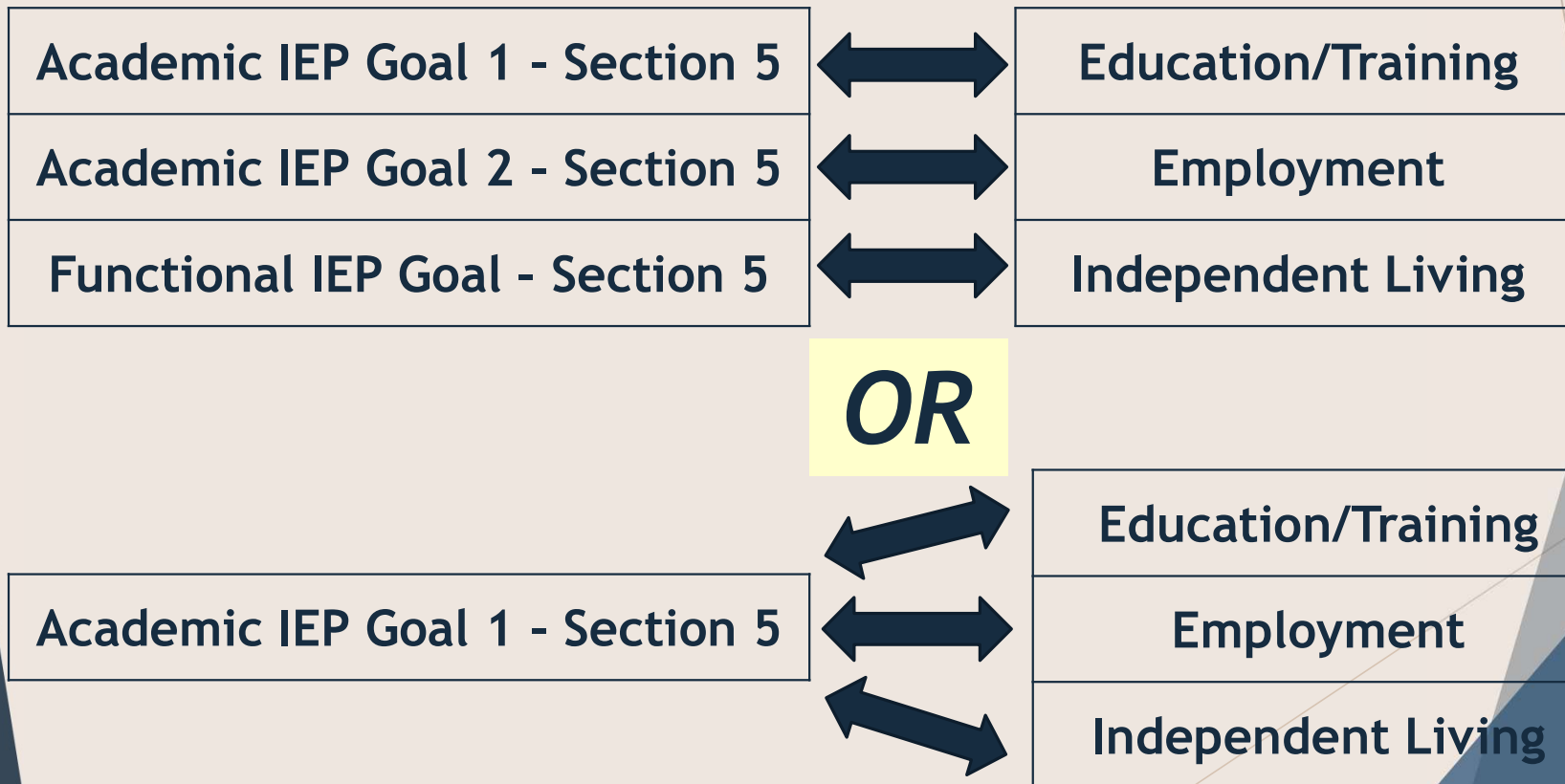
There must be alignment to AT LEAST
ONE annual goal that addresses
the post-secondary goals.

You would not create a stand-alone Transition Goal.

It is best practice to attach
to an existing goal.



IEP - Section 9 to Section 5



IEP - Section 9 to Section 5

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

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

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

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

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



IEP - Section 9 to Section 5

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

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

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

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



B13 Components

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

IEP - Section 9E

Components of Transition Plan

Course of Study

Where

IEP Section 9E

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

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

9th Grade – English 9, Algebra I, World History 1, Earth Science, Art, PE, Spanish

10th Grade – English 10, Geometry, US History, Biology, Band, Spanish II, Health

11th Grade – English 11, Algebra II, World History II, Introduction to Business, Spanish III

12th Grade – English 12, Calculus, Independent Study (Intro to Marketing), Spanish IV

**Procedural Manual
Page 39-40**



IEP - Section 9E

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

Course of Study

- Tailor to the student and their identified post-secondary goals
- Should include current year through exit of High School
- Guidance: keep past years to show movement
- Do not write **ELECTIVES**, document course name that the student chooses
- It is okay to amend this as you move through it
- Be more specific than “Child will complete graduation requirements.”

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	Y N
Do the transition services include courses of study that align with the student's postsecondary goals?	
<ul style="list-style-type: none"> • If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N 	



B13 Components

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

IEP - Section 9F

Components of Transition Plan

Where

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

IEP Section 9F

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

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

Education/Instruction and Related Services:

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

Community Experiences:

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

**Procedural Manual
Page 40-41**



IEP - Section 9F

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

F. Transition Services and Activities (MUSER IX.3(A)(1)(h)(ii))

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

Education/Instruction and Related Services:

- **Speech/Language services (2020-2023)**
- **Specially Designed Instruction (2023)**
- **Intro to Business class (2022)**
- **Financial Math class (2023)**

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

- **Registering to vote**
- **Job site training**
- **Internship**
- **Filing taxes**
- **Accessing medical services**

Community Experiences:

- **Boy Scouts (2021-2023)**
- **Volunteer at animal shelter (2023)**
- **Currently employed with satisfactory employment evaluations (2020-2023)**

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



- **Primary caregiver for family dog (2022-2023)**
- **Maintaining home/Chores**
- **Preparing meals**

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



IEP - Section 9F

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

 YES	<u>Transition Services and Activities ARE</u>	<ul style="list-style-type: none">• services and activities that occur during the life of the IEP• provided by the adults in the school or community• intended to help the student focus on what they want to do• able to show movement when previous years services are left on subsequent IEPs
 NO	<u>Transition Services and Activities ARE NOT</u>	<ul style="list-style-type: none">• written as “Child will...” statements• to include future services or activities

IEP - Section 10

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

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

- YES Date Informed:
 N/A

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

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

This date does NOT change.

**Procedural Manual
Page 42**





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

Frequently Asked Questions



[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)



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

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



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

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



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

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



Can we include the Parents in Section 9F?

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

Our guidance is to bullet these activities.
DO NOT include “Child will...” statement.



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

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



Resources



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

Procedural Manual

The image shows two pages from a manual. The left page is the cover, featuring the Maine Department of Education logo (a star with rays) and the text "Maine Department of Education". Below the logo, it reads "Special Education Required Forms Procedural Manual". At the bottom, there are three silhouettes: a child sitting on a chair with one arm raised, a student sitting at a desk writing, and a graduate in a cap and gown. The text "Updated 8/1/2020" is at the bottom center. The right page is the "Table of Contents", listing various forms and their page numbers. The table includes items like "Advance Written Notice" (page 3), "Determination of Adverse Effect" (page 6), and "Written Notice" (page 87). At the bottom of the table of contents, it lists the members of "The IEP Committee": Patricia Block, Mary Adley, Laurie Lemieux, Roberta Lucas, Kris Michaud, Shelby Thibodeau, Dan Hemdal, Ryan Meserve, and Riley Donovan.

Table of Contents	
	Page
Advance Written Notice	3
Determination of Adverse Effect	6
Documentation of Agreement of Non-Attendance for IEP/IFSP Team member whose Curriculum Area IS NOT being Discussed	12
Documentation of Agreement of Non-Attendance for IEP/IFSP Team member whose Curriculum Area IS being Discussed	13
Individualized Education Program	14
Parental Consent for Evaluation	43
Parental Consent to Invite Other Agencies to IEP Meetings – Postsecondary Goals & Transition Services	47
Referral for Special Education Services	49
Revocation of Special Education Services	60
Seven Day Waiver	61
Specific Learning Disability Eligibility Form	62
Speech or Language Impairment Eligibility Form	74
Summary of Performance	82
Written Notice	87

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

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



Maine Unified Special Education Regulations (MUSER)



05-071 Chapter 101

Maine Unified Special Education Regulation Birth to Age Twenty

Effective Date:

August 25, 2017

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



Resources

Professional Development Calendar -
<https://www.maine.gov/doe/calendar>

Links for Recordings and PowerPoints -
<https://www.maine.gov/doe/learning/specialed/pl>

Special Education Resources -
<https://www.maine.gov/doe/learning/specialed>

Special Education Laws and Regulations -
<https://www.maine.gov/doe/learning/specialed/law>

Special Education Forms and Reporting -
<https://www.maine.gov/doe/learning/specialed/forms>



Eligibility to 22



POWER HOUR SERIES

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

Contact:

Titus O'Rourke

titus.orourke@maine.gov

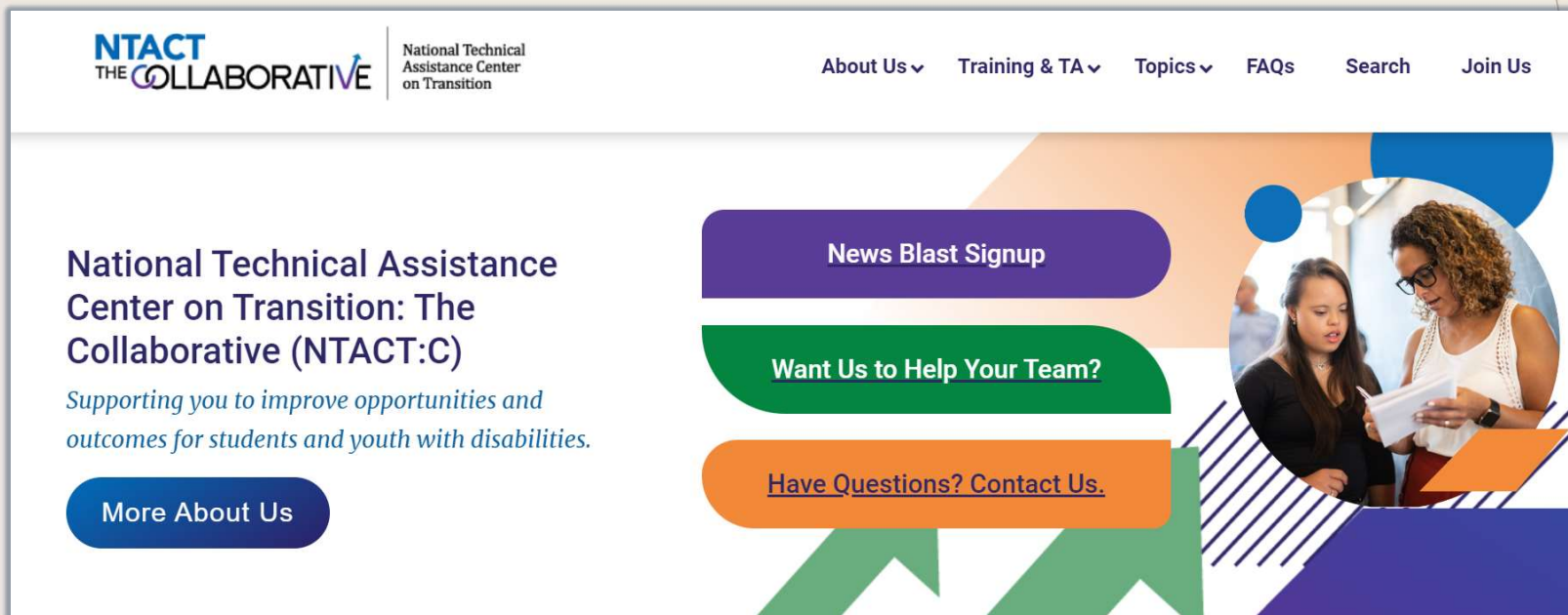
or

Leora Byras

leora.byras@maine.gov



National Technical Assistance Center on Transition



The screenshot shows the homepage of the National Technical Assistance Center on Transition. The header includes the NTACT logo (National Technical Assistance Center on Transition) and a navigation menu with links for About Us, Training & TA, Topics, FAQs, Search, and Join Us. The main content area features a large graphic with three call-to-action buttons: 'News Blast Signup', 'Want Us to Help Your Team?', and 'Have Questions? Contact Us.'. A circular inset image shows two women reviewing documents. A 'More About Us' button is located at the bottom left of the main content area.

NTACT
THE COLLABORATIVE

National Technical Assistance Center on Transition

About Us ▾ Training & TA ▾ Topics ▾ FAQs Search Join Us

National Technical Assistance Center on Transition: The Collaborative (NTACT:C)
Supporting you to improve opportunities and outcomes for students and youth with disabilities.

More About Us

News Blast Signup

Want Us to Help Your Team?

[Have Questions? Contact Us.](#)

<https://transitionta.org/>



Wisconsin Suite of Self Advocacy Resources

Getting Started

Vocabulary

Plan 1-Self Advocacy 101

Plan 2-Disability and IEP

Plan 3-Finding Careers

Plan 4-Matching Careers

Plan 5-Law & Legal Rights

Plan 6-Postsecondary Ed

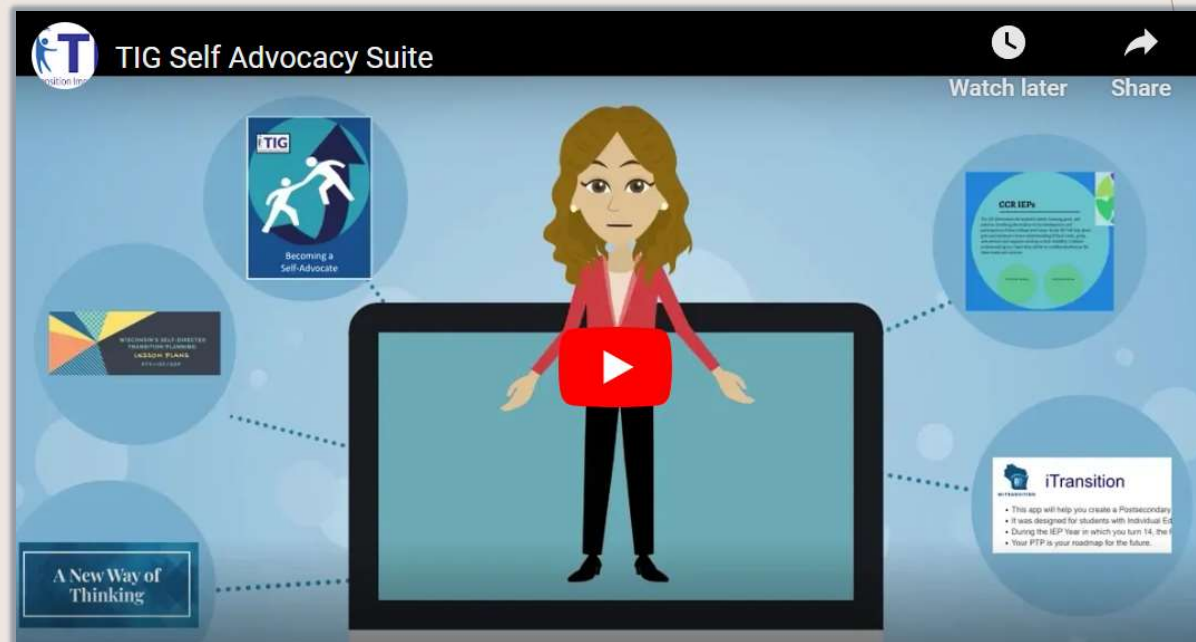
Plan 7-Apply/Post-Sec Ed

Plan 8-Employment

Plan 9-Accommodations

Plan 10-Disclosure

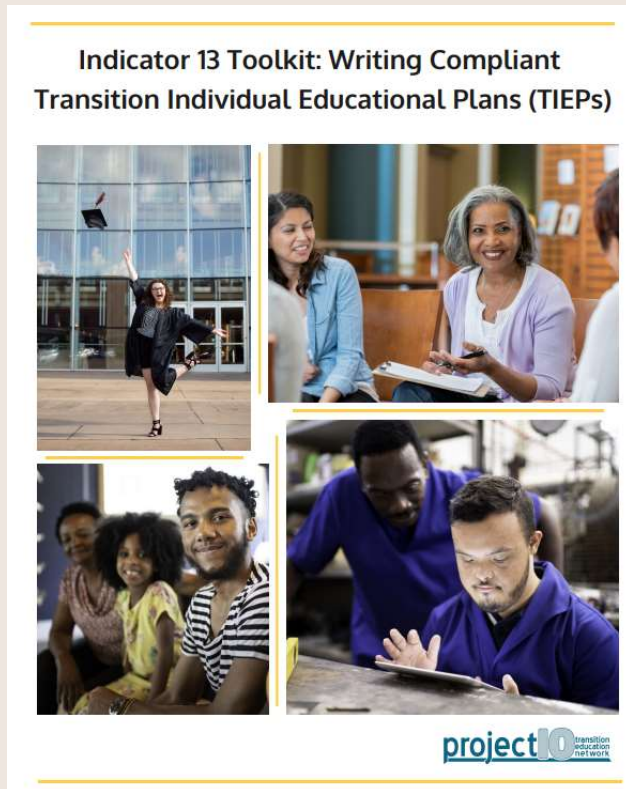
Plan 11- Agencies



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



Indicator 13 Toolkit: Writing Compliant Transition Individual Educational Plans



Indicator 13 Toolkit | Transition IEP Compliance

Table of Contents

Section 1: Starting with a Compliant IEP	3
Section 2: Focus on Transition	4
Section 3: General Narrative Compliance Guidance	5
Section 4: Indicator 13 Support from Project 10	10
Section 5: Transition Models	11
Section 6: Transition Information from Other States and NTACT	14
Section 7: IEP Tips Sheets	15

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



Overview of Transition Planning

Adapted from National Technical Assistance Center on Transition (NTACT)

Transition Assessment: Where Am I Now?



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

Measurable Postsecondary Goals: Where Do I Want to Go?



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

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

Instruction and Transition Services: How Will I Get There?




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

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

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



Professional Development



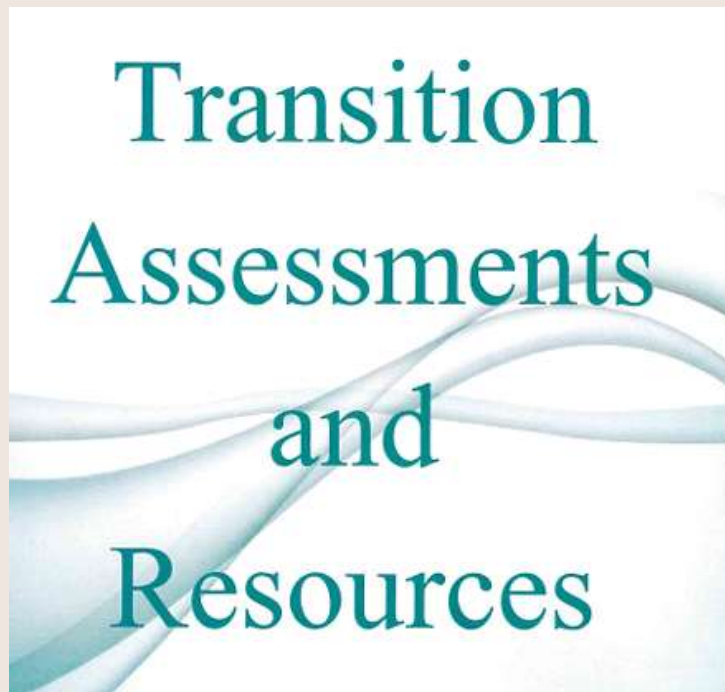
Transition
Planning

[Go To Modules](#)

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



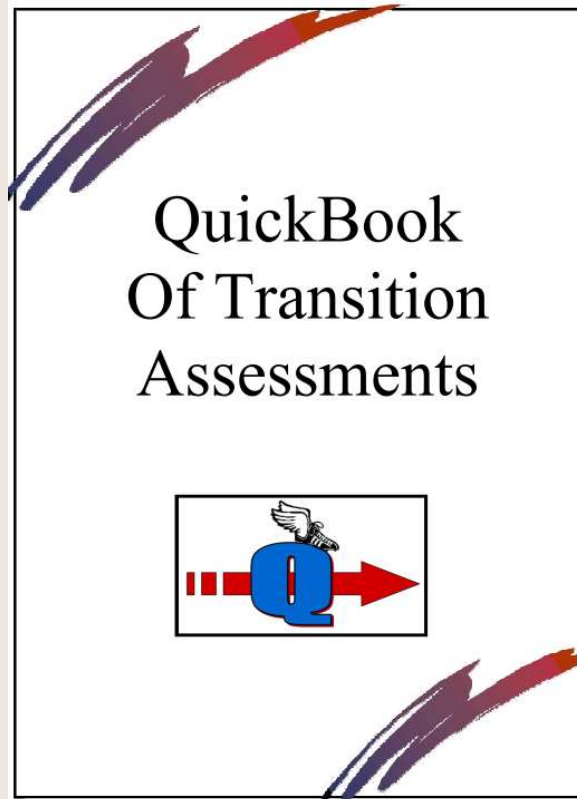
Transition Assessments



<https://www.maine.gov/doe/sites/maine.gov.doe/files/2023-08/Transition%20Assessments%20and%20Resources%209.27.18.pdf>



QuickBook of Transition Assessments



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





Transition Maine

Please Click Banner to Return Home

Welcome!



So...What is Transition?

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

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



Are you a
Young Person?



Are you a
Caregiver?



Are you an
Educator?



Are you a
Community Partner?



Are you an
Employer?

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



Checklist



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)



B13 Checklist

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



B13 Checklist

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

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

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

2. Are the postsecondary goals updated annually?

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

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

Instructions for Completing NSTTAC Indicator 13 Checklist

1. Is there an appropriate measurable postsecondary goal or goals in this area?
 - Find the postsecondary goal(s) for this student
 - If there are appropriate measurable postsecondary goals in the areas of Training after high school, and Education after high school, and (where appropriate) Independent Living Skills after high school and (where appropriate) Employment, and (where appropriate) the student, based on the other information regarding the student's strengths, interests, and needs, circle Y in each column
 - If there are no appropriate measurable postsecondary goals in the areas of Training after high school, and Education after high school, and (where appropriate) Independent Living Skills after high school, and (where appropriate) Employment, and (where appropriate) the student, based on the other information regarding the student's strengths, interests, and needs, circle N in each column
 - If there is a postsecondary goal that addresses Training but it is not measurable or does not appear to be appropriate for the student, circle N in that column
 - If there is a postsecondary goal that addresses Education after high school, but it is not measurable or does not appear to be appropriate for the student, circle N in that column
 - If there is a postsecondary goal that addresses Employment after high school, but it is not measurable or does not appear to be appropriate for the student, circle N in that column
 - If there is a postsecondary goal that addresses Independent Living Skills after high school, but it is not measurable or does not appear to be appropriate for the student, circle N in that column
 - If there is not a postsecondary goal that addresses Training and Education after high school, but it is not measurable or does not appear to be appropriate for the student, circle NA for that column (If NA is circled for Independent Living Skills for #1, please do not respond to questions in this column for questions 2 – 8.)

<https://www.nsttac.org/sites/default/files/assets/pdf/ChecklistFormB.pdf>



2023-24 Professional Development Schedule

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



2023-24 Professional Development Schedule (cont.)

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



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

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

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

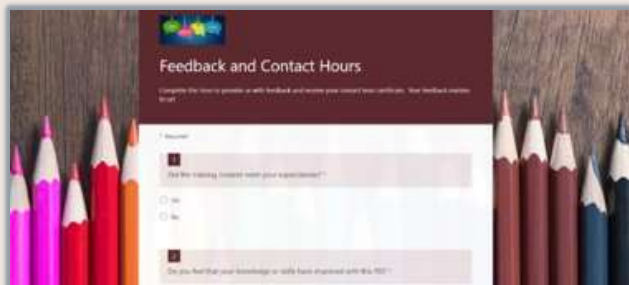
Please consider sharing the links to these PD opportunities with related service providers:

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

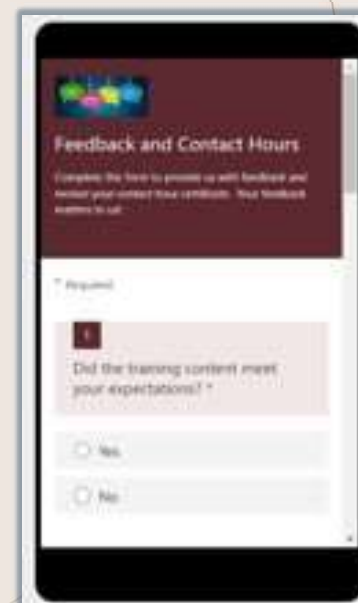
Wednesday 5/8/24 - Consultation/Related Service Goals



Feedback



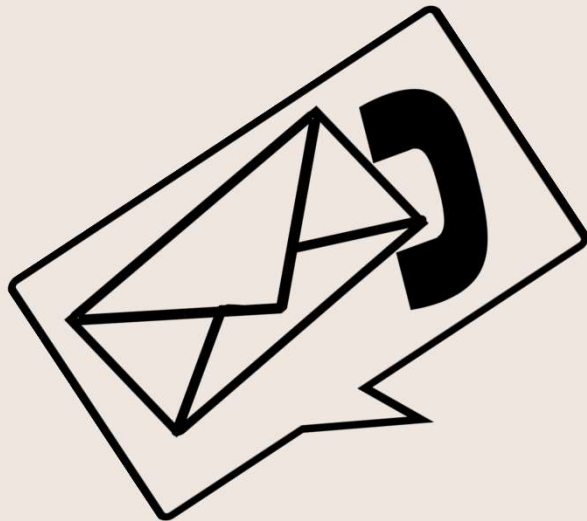
Use the link to complete
the form on your
computer
OR
Use the QR code
to complete the form
on your mobile device



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



Contact Information



Colette Sullivan - Federal Programs Coordinator
colette.Sullivan@maine.gov

Jennifer Gleason - Special Education Consultant
jennifer.gleason@maine.gov

Karlie Thibodeau - Special Education Consultant
karlie.l.thibodeau@maine.gov

Ashley Satre - Special Education Consultant
ashley.satre@maine.gov

Julie Pelletier - Secretary Associate
julie.pelletier@maine.gov



