



Transition IEP Meeting Agenda



1. Welcome - Introductions

2. *Discuss IEP meeting excusals with the parents. Establish IEP team members will be present for the duration of the IEP unless excused by the parent in writing.*

3. *IEP meeting outcomes - by the end of the meeting, we will have:*

- Shared understanding of the **postsecondary goals** (goals for after high school)
- Shared understanding of the **present levels of performance**
- Shared understanding and agreement on the **annual goals and objectives**
- Agreement on the young adult's **educational placement and services**

4. *Group norms for the IEP meeting:*

- Communicate clearly and listen carefully
- Share your views and ideas willingly; respect and the views and ideas of others
- Ask and welcome questions for clarification
- Honor time limits and stay on task

5. *Identify and discuss the student's postsecondary goals, based upon age-appropriate transition assessment, in the following areas:*

- Education/Training
- Employment
- Independent living, if appropriate

6. *Discuss the student's present level of academic and functional performance.*

- Review initial or recent evaluations, including age-appropriate transition assessments
- Review performance on state and district-wide assessments; consider participation in future assessments that will occur before the next IEP review date
- Identify the student's strengths, preferences, interests, and needs

- Parental information, including present concerns and future goals for their teen
- Identify how well the student is functioning in relation to their postsecondary goals
- Consideration and discussion of special factors
 - Appropriate behavioral strategies if behavior impedes learning
 - Language needs for English language learners
 - Use of Braille for students who are blind or visually impaired
 - Communication needs
 - If deaf or hard of hearing, consider opportunities for communication and direct instruction in the child's language and communication mode
 - Assistive technology services and devices

7. *Develop a multi-year course of study that satisfies the following:*

- Directly relates to postsecondary goals
- Outlines requirements for receiving a signed, regular diploma
- Considers a plan for continuing special education until the year in which the student turns 21 years of age, if appropriate

8. *Develop a statement of needed transition services, strategies and activities that:*

- Directly relates to and promotes movement from high school to postsecondary goals
- Will typically be completed in the next calendar year
- Considers the following:
 - Instruction
 - Related services
 - Community experiences
 - Employment and other adult living objectives
 - Independent living, if appropriate
 - Functional vocational evaluation, if appropriate
 - Linkages to outside agencies, such as Nebraska VR and DHHS-DD

9. *Develop annual IEP goals and objectives around current academic and functional needs.*

- Annual goals must also build skills and knowledge needed to meet postsecondary goals
- At least one annual goal must be directly linked to the student's postsecondary goals
- Discussion of how progress will be measured and reported

10. Offer educational program and services based on annual goals and transition plan

- Service delivery options, considering the least restrictive environment
- Supplementary aids and services
- Accommodations and modifications
- Special education and discussion of specialized instruction
- Related services
- Transportation
- Extended year services

11. For students who will be turning 19, discuss transfer of rights at the age of majority.

12. Check for understanding, review and clarify

13. Thank participants for working together to develop the plan, gather signatures.

For more information about transition planning, contact your teen's contact your child's special education teacher, a PTI Nebraska parent/professional at (800) 284-8520 and pti-nebraska.org, or the Nebraska Department of Education at (402) 471-2471 and education.ne.gov/sped/.

SOURCES

Georgia Department of Education. Sample Agenda: IEP Team Meeting

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Guide%20to%20Writing%20IEPs/Sample%20Agenda%20from%20GaDOE.pdf>

Grand Forks Area Special Education Cooperative. Transition IEP Meeting Agenda

<http://www.asec.net/ASECforms/Transition%20IEP%20Meeting%20Agenda%20-%20Description.pdf>

Helping Educators, Parents and Other Stakeholders Understand: Postschool Outcomes, Course of Study and Coordinated Set of Activities by Ed O'Leary and Wendy Collison, 2002

Nebraska IEP Technical Assistance Guide. Setting Goals, Achieving Results (2014)

<https://www.education.ne.gov/wp-content/uploads/2017/07/Setting-Goals-Achieving-Results-3-11-14.pdf>

Next Steps New Hampshire. Sample Transition IEP Meeting Agenda

<https://nextsteps-nh.org/wp-content/uploads/2020/06/ESF-Sample-Transition-IEP-Agenda.docx>