

Kevin

Kevin is an 17 year old young man with significant intellectual disabilities who is attending his neighborhood high school. Kevin is following his state's Extended Content Standards which are aligned with the general curriculum Standard Course of Study. He receives daily instruction in Literacy (reading, writing, and communication), Math, and Science. Kevin also is involved in vocational and daily living skill training. His coursework is delivered in individual and small group settings in the special education classroom except for Digital Communications (a general education Career Technical Course) which he has taken (using a modified curriculum) with the assistance of a one-on-one instructional assistant. Kevin also participates in a school-based enterprise and an on-campus work placement in the school library.

Kevin has spastic quadriplegic cerebral palsy and uses a manual wheelchair for mobility which has been adapted with trunk support and subbasis bar. He is able to use his right hand to manipulate larger items and can use his left hand for stabilization. Kevin receives physical therapy one time a week for 30 minutes and has ongoing therapy services in the classroom including positioning on adaptive equipment. He wears AFOs for stability when using a stander and a left hand-elbow mobilizer. Kevin's physical therapist would like for him to have a motorized wheelchair but funds have not been available. Kevin also receives occupational therapy on a consultative basis. His teacher and the occupational therapist have been working on developing vocationally related jigs.

Kevin has little intelligible speech other than single words and yes/no responses but within the classroom has used an iTalk2 to communicate simple needs and choices and is learning to use a GoTalk20+. He does not use an augmentative communication device at home but does have a picture board which transitions with him between school, the community, and home. Kevin receives speech therapy two times a week for 30 minutes each session.

Kevin has generalized tonic-clonic seizures which are 85% controlled with two different anti-convulsant medications (Tegretol and Mysoline). He is fed through a gastrostomy tube although he is able to take some pureed foods by mouth in limited amounts. Kevin can feed himself by mouth using a CP Feeder but has to be closely monitored and reminded to eat slowly to avoid asphyxiation. Usually Kevin is only allowed to feed himself during special occasions such as a class party or special meal. The gastrostomy tube placement was primarily due to asphyxiation of food during meal times that resulted in recurrent upper respiratory infections. These URIs have greatly decreased since his surgery. A functional vision assessment has indicated that Kevin's visual acuity with corrective lenses at near distances is 20/80 and at far distances is 20/100. His most effective visual field is slightly below eye level and he is able to localize to visual stimulus and fixate his gaze on objects and people as well as shift his gaze. Kevin does not like wearing his glasses but is cooperative most of the time. Kevin has good hearing.

Kevin and his family plan for him to stay in the public schools until he ages out at age 21 which will provide him with three more years of services. He lives at home with mother, step-father, 11 year old sister, and a great aunt that helps with his care. Kevin also has one older brother who is in college. After receiving state level mental health funding for personal care and 10 hours of one-on-one community-based services for the last 4 years, Kevin was recently approved for Medicaid waiver funded services. This funding source will provide Kevin with an array of services based on his individual needs including: augmentative communication devices, case management, one-on-one community and home support, personal care services, respite,

specialized equipment and services and medical transportation. Funds will also be available for supported employment and day support after high school graduation.

His school level transition planning team has consisted of: Kevin and his parents, a special education teacher, a CTE Special Populations Coordinator, Kevin’s case manager, a regular education teacher, Kevin’s one-on-one worker, and a LEA representative (e.g., school administrator or diagnostician). Kevin has not been referred for any services other than those he is receiving from Mental Health through the Developmental Disabilities division.

Kevin loves school and is always eager to learn new skills. He demonstrates a high level of motivation to please his teachers and his parents report that even when he is sick he begs to go to school. Everyone who knows Kevin feels that it would be beneficial for him to be involved in postsecondary education. His recently approved Medicaid waiver services will provide one-on-one ongoing daily and adult living skill training but participation in continuing or compensatory education classes at the local community college might be a good option for Kevin. This type of setting would allow Kevin to develop skills in some of his areas of interest as well as provide a social framework.

Two of his classmates have moved into group homes and through classroom discussion and lessons on post-graduate residential options, Kevin appears to have some understanding of becoming an adult and living more independently, possibly away from his family.

While at home, Kevin’s mother and great-aunt provide total physical care. Although Kevin could assist with some personal hygiene tasks this is not an expectation for him while in the home. Other than insignificant type choices, all decisions are made for Kevin by his parents. He goes into the community on occasion with his one-on-one worker when she is allowed to use the family wheelchair lift van. Kevin is able to sit in a car using a seatbelt and then be transferred into a Pogo Buggy for community outings but his parents prefer him not to be transported in that manner. This limits Kevin’s community-based learning activities. A great deal of Kevin’s one-on-one worker’s time is spent in the home with him. While at home Kevin enjoys watching DVDs, looking at books, listening to his I-Pod, watching his younger sister play video games, family meals, and making music on his electronic keyboard.

Kevin’s has no understanding of money and does not provide input into his health/medical care. He has been covered under his father’s work insurance policy but his recent approval for a Medicaid waiver program will assist with medical care, equipment, and supplies. Kevin’s parents plan to work with his Mental Health case manager to obtain guardianship since Kevin has now turned 18 years of age. Kevin has never received SSI benefits.

Formula for writing a post secondary goal:

□ / □ will □ □
(After High School) *(Student)* *(behavior)* *where and how*
(After graduation)
(Upon completion of high school)

Formula for writing an annual goal that supports the postsecondary goal:

Given □ □ □ □ will □ □

**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))

1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?	
Example	Non Example
<p>(Education and Training 1) Immediately after graduation, Kevin will participate in functional skill training through Community Alternatives Program services one time per week at his home and in the community to develop his functional communication skills.</p> <p>(Education and Training 2) After high school, Kevin will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times per week at the community college.</p> <p><i>These goals meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Attending courses in a postsecondary education environment is the focus of the goal.</i> b) <i>Goals reflect Kevin’s interests, strengths and preferences.</i> <p>(Employment 1) Within three months after graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology for at least 10 hours per week.</p> <p>(Employment 2) After high school, Kevin will volunteer for 10 hours per week at the public library checking materials in and out using the electronic scanning system with the ongoing support of a job coach.</p> <p><i>These goals meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Participation in or maintenance of employment is the focus of these goals.</i> b) <i>Expectation, or behavior, is explicit, as in Kevin continues employment, or does not and Kevin accesses adult agency service (or does not).</i> c) <i>It is stated in this goal that increased employment and use of adult services will occur after Kevin leaves high school.</i> <p>(Independent Living 1) After graduation, Kevin will attend independent living classes at an adult day program and will participate in his daily care routines to the maximum extent possible at home with his parents.</p>	<p>(Education and Training 1) Kevin will apply for CAP services to work on functional communication.</p> <p>(Education and Training 2) Kevin plans to attend courses the local community college.</p> <p><i>These goals do not meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>“plans” is not observable</i> b) <i>It is not clear whether the goals take place after graduation from high school</i> <p>(Employment 1) Kevin will express his preferences related to his postsecondary employment options, given picture symbols and the iTalk2, an augmentative communication device.</p> <p>(Employment 2) Kevin will visit the public library after school to check out movies and books on tape.</p> <p><i>These goals do not meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>The expectation for learning, or behavior, is not explicitly stated.</i> b) <i>It is not clear that the activities will continue to occur, or will occur after high school.</i> <p>(Independent Living 1) Kevin will communicate personal needs associate with daily care to Mom using a picture symbols.</p>

(Independent Living 2) Immediately following graduation, Kevin will participate in 1- 2 age-appropriate community-based leisure activities per week related to horticulture, socialization with young adults, animals, and music.

(Independent Living 3) After graduation Kevin will communicate his needs, wants, and desires using an augmentative communication device to familiar and non-familiar individuals at home and in the community.

*These goals **meet** I-13 standards for Item #1 for the following reasons:*

- a) Participation in independent living skill development, specifically community participation, is the focus of this goal.*
- b) The expectation, or behavior, is explicit, as in Jodi performs the required activities or she does not.*
- c) It is stated in this goal that the instruction will occur after graduation.*

(Independent Living 2) Kevin will participate in yoga classes weekly.

(Independent Living 3) Kevin will communicate his wants by grunting and hand waving.

*These goals **do not** meet I-13 standards for item #1 for the following reasons:*

- a) The expectation for learning, or behavior, is not explicitly stated.*
- b) It is not stated that the goal will occur after high school.*

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2. Is (are) the postsecondary goal(s) updated annually?

Example	Non Example
<p>Comparison of the previous year's IEP to the current year's IEP indicated that all seven of Kevin's postsecondary goals were new goals.</p> <p><i>These goals meet I-13 standards for item #2 for the following reasons:</i></p> <p><i>a) New postsecondary goals, written since the previous year's IEP indicate that the postsecondary goals were updated with this annual review</i></p>	<p>Comparison of the previous year's and current year's IEP indicated that all seven of Kevin's postsecondary goals were identical to the previous year AND there was no information noted in the PLAAFP statement or transition assessment data summarized in the IEP that reflected new (within the past 12 months) information.</p> <p><i>These goals do not meet I-13 standards for item #2 for the following reasons:</i></p> <p><i>a) A reviewer cannot determine that the postsecondary goals were considered or updated annually, since there is no information available that is current that relates to the identified postsecondary goals</i></p>

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3. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment?

Example	Non Example
<p>(State assessment → state present level → link to postsecondary goals)</p> <p>Reports from Informal interviews and observations suggests Kevin enjoys interacting with other people, music, horticulture, computers, and clerical type activities in which he has the opportunity to complete a project. He responds well to verbal praise and is able to stay focused on a task for 20+ minutes with occasional verbal redirection. Kevin has developed the skills to operate a variety of switch activated devices (e.g. button maker, blender, etc.), use a paper shredder, and collate papers with a jig. Kevin has worked successfully on an assembly line in the school-based enterprise and has held an on-campus job in the school library checking books in and out using a scanning system and shelving books with the assistance of a teacher assistant. Kevin loves school and is always eager to learn new skills. He demonstrates a high level of motivation to please his teachers and his parents report that even when he is sick he begs to go to school. These behaviors are important in the development of his postsecondary goals of supported employment and independent living acquisition.</p> <p>Kevin completed the Brigance Employability Skills Inventory. The test reported that Kevin was functioning at grade 5 in reading and at grade 4 in math. His intake assessment suggested that he did not have adequate verbal skills. Using the picture communication board limited his responses to single words. The quick-screen indicated he lacked basic employment literacy skills in math and reading which suggests Kevin will need to have a job specially designed to meet his unique needs.</p> <p><i>This example meets I-13 standards for Item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> ○ It includes information gathered over time. ○ It reflects student strengths, interests, and preferences. ○ It is associated with present (end of course and grade scores) and future environments (employer letter and employment specialist observation). ○ The information is from multiple sources and places. ○ The data sources are age-appropriate. 	<p>Kevin is a student with significant cognitive disabilities. He has severe limitations in cognition, communication, fine motor and gross motor skills.</p> <p>Kevin completed the Brigance Employability Skills Inventory.</p> <p><i>This information does not meet I-13 standards for Item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> ○ It is not clear that the information is gathered over time. ○ The information does not indicate that it reflects student strengths, interests, and preferences. ○ The information does not clearly relate to goals or environments beyond Kevin's current setting.

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?

Examples	Non Examples
<p>(Education and Training Instruction) Participation in academic and functional curriculum and self-advocacy training.</p> <p><i>These services meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> <i>a) Instruction is related to postsecondary goals</i> <i>b) Services can be provided by the school</i> <p>(Education and Training Related Service)</p> <ul style="list-style-type: none"> • Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and post school environments • Speech therapy services for training in use of augmentative communication device • Occupational therapy consultation for assistive technology evaluation for determination of devices to increase independence in home and community environments • Occupational therapy consultation for use of assistive technology • Physical therapy to maintain and improve strength and flexibility • Transfer of therapy services to adult service arena 	<p>(Education and Training Instruction) Class field trip to the movies and situational assessment at local hotels</p> <p><i>These services do not meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> <i>a) Instructional activities do not correspond with postsecondary goals</i> <p>(Education and Training Related Service)</p> <ul style="list-style-type: none"> • Counseling services related to anger management • Instruction related to self-determination
<p><i>These services meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> <i>a) Instruction is related to postsecondary goals</i> <i>b) Services can be provided by the school</i> <p>(Employment development of employment and other post school adult living objectives)</p> <ul style="list-style-type: none"> • Meeting with job coach in classroom and community settings • Meeting with SSI representative to determine possible financial benefits • Vocational rehabilitation referral 	<p><i>These services do not meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> <i>a) Instructional activities do not correspond with postsecondary goals</i> <p>(Employment development of employment and other post school adult living objectives)</p> <ul style="list-style-type: none"> • Assigned classroom duties such as picking up papers or watering plants.
<p><i>These services meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> <i>a) Instruction is related to postsecondary goals</i> <i>b) Services can be provided by the school</i> <p>(Employment Evaluation)</p> <ul style="list-style-type: none"> • Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, career interest, and career skills <p><i>These services meet the I-13 requirements for item #4 for the following reasons:</i></p>	<p><i>These services do not meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> <i>a) Instructional activities do not correspond with postsecondary goals</i> <p>(Employment Evaluation)</p> <ul style="list-style-type: none"> • Administration of assessments intended for verbal students • Administration of assessments for preschoolers, not related to employment or adult living skills <p><i>These services do not meet the I-13 requirements for item #4 for the following reasons:</i></p>

<p><i>following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Instruction is related to postsecondary goals</i> b) <i>Services can be provided by the school</i> <p>(Independent Living Related Service)</p> <ul style="list-style-type: none"> • Visits to recreational agencies/facilities in the community • Leisure and recreational interest survey through student response to different leisure opportunities in the community • Referral to Teens on the Town, a recreation program for young adults with developmental disabilities <p><i>These services meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Instruction is related to postsecondary goals</i> b) <i>Services can be provided by the school</i> <p>(Independent Living Instruction)</p> <ul style="list-style-type: none"> • Instruction on opening and maintaining a bank account • Instruction on methods of saving money and budgeting • Safety skills instruction in the community • Instruction on selecting clothing for different events and weather <p><i>These services meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Instruction is related to postsecondary goals</i> b) <i>Services can be provided by the school</i> 	<ul style="list-style-type: none"> a) <i>Instructional activities do not correspond with postsecondary goals</i> <p>(Independent Living Related Service)</p> <ul style="list-style-type: none"> • Participation in a school club • Employment preference survey • Watching a movie in the classroom • Calling the movie theater from the classroom to determine movie times <p><i>These services do not meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Instructional activities do not correspond with postsecondary goals</i> <p>(Independent Living Instruction)</p> <ul style="list-style-type: none"> • Drivers education instruction • Instruction about anger management <p><i>These services do not meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Instructional activities do not correspond with postsecondary goals</i>
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5. Do the transition services include courses of study that will reasonably enable the student to meet their postsecondary goal(s)?

Example	Non Example
<p>A statement on Kevin’s IEP indicates that he will complete the following courses:</p> <ul style="list-style-type: none"> • Math II (using State extended content standards) • English IV (using State extended content standards) • Physical Science (using State extended content standards) • Adapted PE/ Health (2 credits) • Career/ Technical (1 credit) • Social Studies (government and civics), using State extended content standards) <p>It is currently anticipate d that Kevin will access education services until his 21st birthday:</p> <ul style="list-style-type: none"> • Applied Literacy • Applied Math • Home Economics (2 credits) • Healthy Living • Career/ Technical (3 credits) <p><i>These courses of study meet I-13 standards for Item #5 for the following reason:</i></p> <ol style="list-style-type: none"> <i>a) Kevin currently accesses the State’s general curriculum to meet exit requirements in his state</i> <i>b) The immediately anticipated and future coursework listed is appropriate for Kevin because his postsecondary goals include continued training in an adult setting with a focus on life skills; therefore, his coursework is intended to include courses that have a functional foundation in instruction and will allow him to meet his IEP objectives.</i> 	<p>The box is checked on the IEP indicating that the student is completing the coursework for a standard diploma.</p> <p><i>These courses of study do not meet I-13 standards for Item #5 for the following reasons:</i></p> <ol style="list-style-type: none"> <i>a) The courses listed are not appropriate for Kevin because they will not help his meet her postsecondary goals of participating in life-skill & employment focused education program . Instead, these courses are intended for a student that would like to pursue a 4-year degree from a community college or university.</i>

6 . Is (are) there annual IEP goal(s) related to the student’s transition services needs?	
Example	Non Example
<p>(Education and Training 1) Given instruction on how to use the GoTalk20+ augmentative communication device and weekly classroom and community practice, Kevin will independently use the device to present single words to communicate a desire for an item in community settings, including restaurants and ticket counters 4 out of 5 opportunities during the duration of his IEP.</p> <p>(Education and Training 2) Given instruction on the next dollar strategy, Kevin will count out the appropriate amount of money up to \$5.00 to purchase a snack or desired item from community retail store 4 out of 6 opportunities during the duration of his IEP.</p> <p><i>These goal statements meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Goals focus on Kevin’s acquisition of communication and math skills that will support his postsecondary education goals.</i> b) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i> <p>(Employment 1) Given multiple vocational tasks in the classroom, Kevin will increase his productivity by 20% as measured by time on task during a 90 minute class period during one school semester.</p> <p>(Employment 2) Given whole task instruction, Kevin will locate appropriate shelf to return books in the school library with no more than 3 verbal prompts from assistant 4 out of 6 opportunities during one school semester.</p> <p><i>These annual goals meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Preparing for employment is the primary focus of this goal.</i> b) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i> <p>(Independent Living 1) Given direct instruction and modeling on how to brush his teeth, Kevin will complete 4 out of the 8 steps on a task analysis by partial participation 5 days a week for the duration of his IEP.</p> <p>(Independent Living 2) Given picture symbols with Velcro adhesive and a wall mountable daily planner, Kevin will utilize a schedule to plan self-care (e.g., showering and eating), employment, educational, and recreational activities, five days each week for the duration of the IEP with a maximum of one physical prompt per activity to place the picture symbol on the schedule.</p> <p>(Independent Living 3) Given instruction on how to use the GoTalk20+ augmentative communication device and weekly</p>	<p>(Education and Training 1) Kevin will use the GoTalk20+ augmentative communication device 30 minutes each session for the duration of the IEP.</p> <p>(Education and Training 2) Kevin will earn a grade of 80 in the occupational math course in order to obtain a math credit.</p> <p><i>These goal statements do not meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i> b) <i>Reflect activities rather than goals</i> <p>(Employment 1) Kevin will participate in three job shadowing experiences during the year.</p> <p>(Employment 2) Kevin will observe a bagger bag groceries for 30 minutes each week.</p> <p><i>These annual goals do not meet I-13 standards for item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i> b). <i>Goal two does not support postsecondary goals</i> c). <i>Goal one is an activity rather than a goal</i> <p>(Independent Living 1) Kevin will brush his teeth each day.</p> <p>(Independent Living 2) Kevin will follow a picture schedule.</p> <p>(Independent Living 3) Kevin will use the GOTALK20+ to make choice regarding his daily activities.</p>

classroom and community practice. Kevin will choose one activity from a choice of 25 with no more than 2 verbal prompts 4 out of 6 opportunities during the duration of his IEP.

*These annual goals **meet** I-13 standards for Item #6 for the following reasons:*

- a) Annual goals primarily focus on supporting independent living skills.*
- b) Goals include a condition, measurable behaviors, criteria, and a timeframe.*

*These annual goals **do not** meet I-13 standards for item #6 for the following reasons:*

- a). Goals do not include all components (condition, measurable behavior, criteria, and timeframe).*
- b). Goals are activities rather than goals*

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7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed?	
Example	Non Example
<p>Copy of letter sent to student attached to the IEP.</p> <p><i>This documentation meets I-13 standards for Item #7 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) There is evidence that the student was invited to the IEP meeting where transition services would be discussed.</i></p>	<p>Teacher reported telling Kevin that he should come to his IEP meeting.</p> <p><i>This documentation does not meet I-13 standards for Item #7 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) A reported conversation does not provide adequate documentation/ evidence that the student was invited to the IEP meeting.</i></p>

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8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority?	
Example	Non Example
<p>(Education and Training, Employment, and Independent Living)</p> <ul style="list-style-type: none"> • A consent form signed by Kevin’s mother, indicating that the local education agency (LEA) may contact vocational rehabilitative(VR) services to invite them to the IEP meeting to complete a referral for services • A consent form signed by Kevin’s mother, indicating that the LEA may contact Social Security Administration (SSA) to invite them to the IEP meeting to begin assessing Kevin’s benefits • An invitation to conference sent to the VR agency representative and SSA representative <p><i>These examples meet the I-13 requirement for item #8 for the following reasons:</i></p> <ol style="list-style-type: none"> <i>a) Parental consent is required in order to contact any adult agencies and release student information</i> <i>b) An invitation documents that a representative from VR and SS were invited to attend the meeting</i> 	<p>(Education and Training, Employment, and Independent Living)</p> <ul style="list-style-type: none"> • An invitation to conference to the VR agency representative • Notes from a phone call with outside PT provider by the LEA PT (without consent on file) <p><i>These examples do not meet the requirements for I-13 item #8 for the following reasons:</i></p> <ol style="list-style-type: none"> <i>a) Consent is required in order to contact any adult agencies and release student information from a parent or a student who is age of majority</i> <i>b) Statement does not indicate an invitation to conference was sent to VR or SS.</i>

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