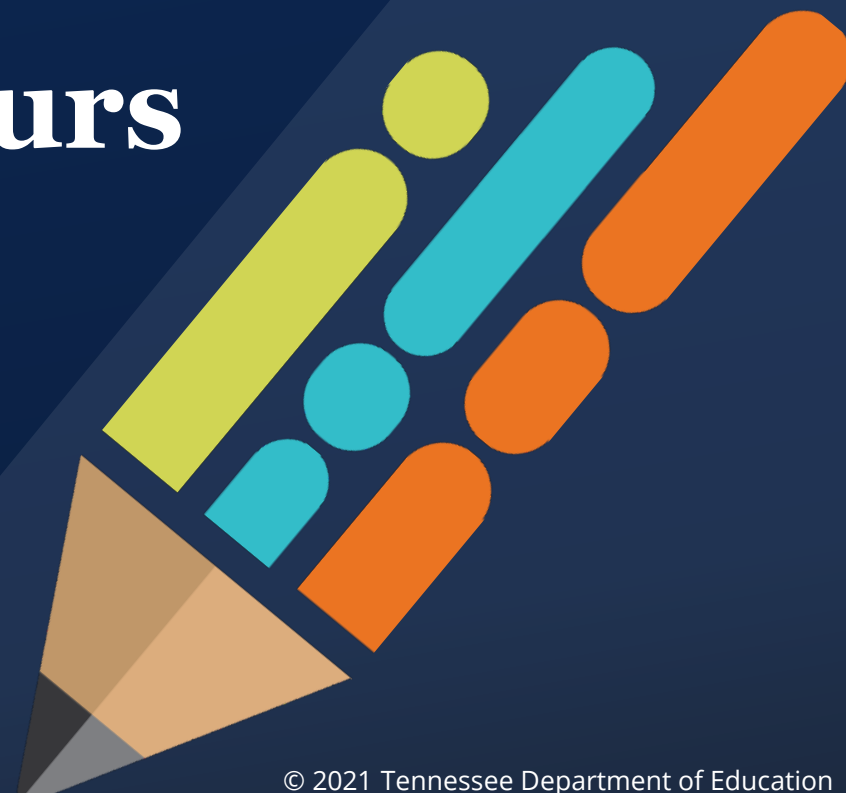


# IEP Monitoring Office Hours

Division of Federal Programs and Oversight





# Agenda:

- IEP Monitoring Files Based on Wave Assignment
- IEP Monitoring Wave Schedule
- Transition



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# Transition and Secondary Transition

# Transition

- [TN SBE Rule 0520-01-09-.12](#)
- At age fourteen (14) (or younger, if determined appropriate by the IEP team), all students will develop an initial four (4)-year plan of focused and purposeful high school study. The plan will be reviewed annually and amended as necessary and will connect the student's goals for high school including, the courses and/or training and/or skills necessary to meet their potential after high school. This required plan will include identifying possible transition service needs of the student under the applicable components of the student's IEP. This plan may be developed through a process in general education, but a copy must be in the student's IEP after approval by the IEP team.



# IEP Requirements-Transition

- **Student Invitation**
  - Must be addressed to the student and include consideration of transition as a purpose of the meeting.
- **Focused Plan of Study**
  - Must include specific courses and be updated at least annually.
- **Measurable Postsecondary Goals (Four Questions)**
  - Must be measurable, updated annually, and should be used to develop the student's course of study.



# Secondary Transition

- [34 C.F.R. § 300.322](#)

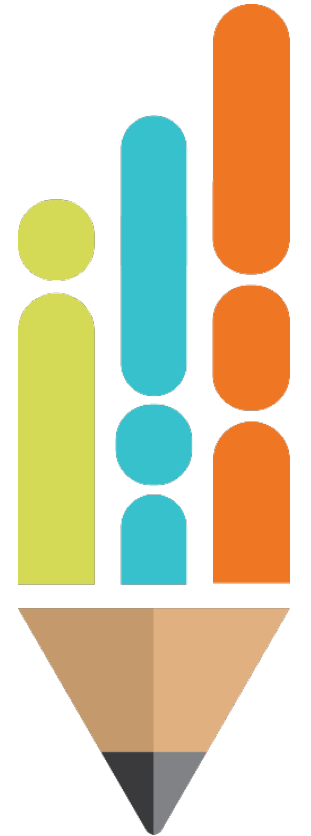
- For a [child with a disability](#) beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, the [notice](#) also must -

- (i) Indicate -

- (A) That a purpose of the meeting will be the consideration of the postsecondary goals and [transition services](#) for the child, in accordance with [§ 300.320\(b\)](#); and

- (B) That the agency will invite the student; and

- (ii) Identify any other agency that will be invited to send a representative.



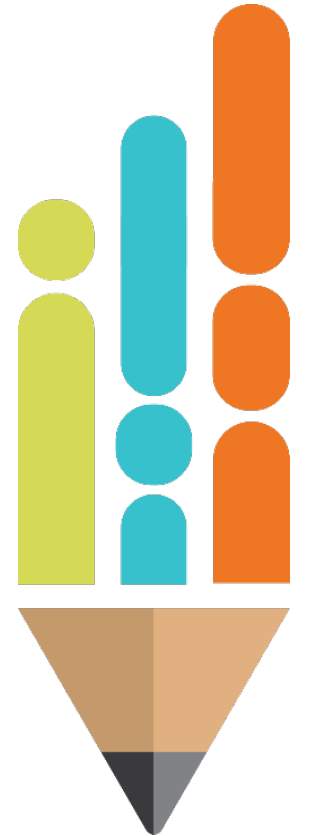
# Secondary Transition

- [34 C.F.R. § 300.320\(b\)](#)

–At age 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must [include](#) -

**(1)** Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

**(2)** The [transition services](#) (including courses of study) needed to assist the child in reaching those goals.



# Secondary Transition

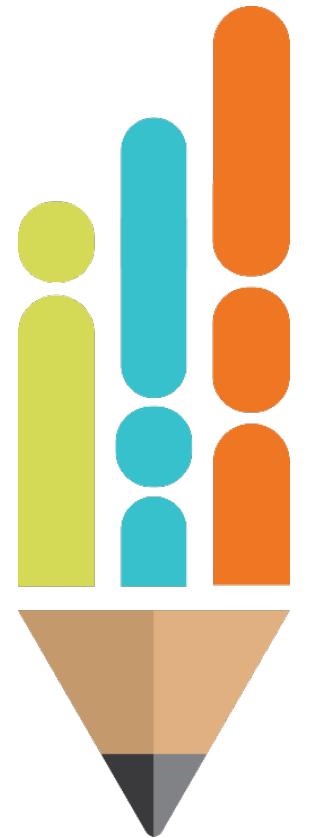
- [34 C.F.R. § 300.321\(b\)\(1\)](#)
  - In accordance with [paragraph \(a\)\(7\)](#) of this section, the [public agency](#) must invite a [child with a disability](#) to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the [transition services](#) needed to assist the child in reaching those goals under § 300.320(b).





# IEP Requirements-Secondary Transition

- Student Invitation
  - Must be addressed to the student and include consideration of transition as a purpose of the meeting.
- Focused Plan of Study
  - Must include specific courses and be updated at least annually.
- Measurable Postsecondary Goals (Four Questions)
  - Must be measurable, updated annually, and should be used to develop the student's course of study.
- Age-Appropriate Transition Assessment
  - Should focus on student postsecondary next steps and be used as the basis of the measurable postsecondary goals updated at least annually.
- Transition Services/Academic and Functional Achievement
  - Must have at least one transition service focused on improving academic and functional achievement to facilitate movement beyond high school.



# Comparing Transition Requirements to Secondary Transition Requirements



Transition	Secondary Transition
Student Invitation	Student Invitation
Focus Plan of Study	Focus Plan of Study
Measurable Post Secondary Goals (4 Questions)	Measurable Post Secondary Goals (4 Questions)
	Age-Appropriate Transition Assessment
	Transition Services/Academic and Functional Achievement

