

Selected slides from the 2022-23 NH DOE training materials:

## Compliance with Indicator 13



# **Where in the IEP to put Indicator 13 required components**

Each slide shows where to include one of the seven required components.

## Transition Student's Preferences, Needs and Interests



Post-secondary goals

<b>Student's Post-Secondary Goals</b> (Based on student's preferences, needs and interests)	<b>Present Levels of Performance</b>
<b>1. Post-Secondary Education/Training Goal: (e.g. 2 or 4 year college, vocational education, continuing and adult education, training program, or on-the job training)</b> Post-Secondary Education/Training Goal <span style="float: right; font-size: 2em; color: red;">1</span>	<b>Current Academic and Functional Levels in Preparation for Post-Secondary Education/Training:</b>  Current Academic and Functional Levels in Preparation for Post-Secondary Education/Training:
<b>2. Post-Secondary Employment Goal:</b> Post-Secondary Employment Goal <span style="float: right; font-size: 2em; color: red;">1</span>	<b>Current Job Skills in Preparation for Post-Secondary Employment:</b> Current Job Skills in Preparation for Post-Secondary Employment
<b>3. Post-Secondary Independent Living Goal. If Needed:</b> Post-Secondary Independent Living Goal, If Needed <span style="float: right; font-size: 2em; color: red;">1</span>	<b>Current Home/Independent Living Skills in Preparation for Post-Secondary Independent Living:</b> Current Home/Independent Living Skills in Preparation for Post-Secondary Independent Living:
<b>4. Future Community Participation:</b> Future Community Participation	<b>Current Community Participation in Preparation for Post-Secondary Independent Living:</b> Current Community Participation in Preparation for Post-Secondary Independent Living:
<b>5. Adult Services:</b> Adult Services	<b>Current Adult and Adult Type Services in Preparation for Post-Secondary Independent Living:</b> Current Adult and Adult Type Services in Preparation for Post-Secondary Independent Living:

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## Present Levels of Academic Achievement and Functional Performance

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Transition assessment,  
first of two options

**Describe the student's strengths:**

Describe the Student's Strengths

**Describe the Student's:**

**Academic Needs:**

Describe the student's academic needs

**Developmental Needs:**

Describe the student's developmental needs

**Functional Needs:**

Describe the student's functional needs

**Describe the Parent Concerns for Improving the Student's Education:**

Describe the Parent Concerns for Improving Student's Education

**Results of Additional Information about the student to be considered (including the Most Recent Evaluations):**

Additional Information about the Student to be considered including most recent evaluations



## Transition Student's Preferences, Needs and Interests



Transition assessment,  
second of two options

Student's Post-Secondary Goals (Based on student's preferences, needs and interests)	Present Levels of Performance
<b>1. Post-Secondary Education/Training Goal: (e.g. 2 or 4 year college, vocational education, continuing and adult education, training program, or on-the job training)</b> Post-Secondary Education/Training Goal	<b>Current Academic and Functional Levels in Preparation for Post-Secondary Education/Training:</b>  Current Academic and Functional Levels in Preparation for Post-Secondary Education/Training: <span style="float: right; font-size: 2em;">2</span>
<b>2. Post-Secondary Employment Goal:</b>  Post-Secondary Employment Goal	<b>Current Job Skills in Preparation for Post-Secondary Employment:</b> Current Job Skills in Preparation for Post-Secondary Employment <span style="float: right; font-size: 2em;">2</span>
<b>3. Post-Secondary Independent Living Goal. If Needed:</b> Post-Secondary Independent Living Goal, If Needed	<b>Current Home/Independent Living Skills in Preparation for Post-Secondary Independent Living:</b> Current Home/Independent Living Skills in Preparation for Post-Secondary Independent Living: <span style="float: right; font-size: 2em;">2</span>
<b>4. Future Community Participation:</b>  Future Community Participation	<b>Current Community Participation in Preparation for Post-Secondary Independent Living:</b> Current Community Participation in Preparation for Post-Secondary Independent Living:
<b>5. Adult Services:</b>  Adult Services	<b>Current Adult and Adult Type Services in Preparation for Post-Secondary Independent Living:</b> Current Adult and Adult Type Services in Preparation for Post-Secondary Independent Living:

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**Transition Services/Needs**  
(ages 16-21, or younger if appropriate)

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Transition services

<b>Transition Area</b>	<b>Transition Service</b>	<b>Begin Date/End Date</b>	<b>Person/Agency Responsible</b>
			<b>3</b>

**Secondary Transition  
Courses of Study**  
(ages 14-21, or younger if appropriate)



Course of study

<b>Grade Level</b>	<b>Projected Courses to be taken each year</b>
<b>8th</b>	Projected Courses 8th Grade
<b>9th</b>	Projected Courses 9th Grade
<b>10th</b>	Projected Courses 10th Grade
<b>11th</b>	Projected Courses 11th Grade
<b>12th</b>	Projected Courses 12th Grade
<b>Ages 18-21</b>	Projected Courses Ages 18-21

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**Measurable Annual Goals and Benchmarks/Short-term Objectives /  
Progress Toward Meeting Annual Goal(s)**



Annual goals

**Area of Need:** Academic/or

**Implementation Personnel/Position Responsible:**

List here

**Present Level of Academic Achievement:** Present Level of Academic Achievement:



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**Present Functional Performance:** Present Functional Performance



**Annual Measurable Goal:**



**Projected Beginning Date:** 09/14/20XX

1. goal

<b>Benchmarks/Short-Term Objectives or Progress toward meeting the annual goal</b>	<b>Beginning Date</b>
Will focus attention on sound.	06/20/20XX

**Method of Reporting to Parent**

Grading Period Report Card

# Student Invitations for the IEP Meeting



Student invitation

- 6 Documentation must be included in the student's file.



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**Transition Services/Needs**  
(ages 16-21, or younger if appropriate)

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Agency invitation

Transition Area	Transition Service	Begin Date/End Date	Person/Agency Responsible <span style="color: red; font-size: 1.5em;">7</span>
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- Documentation must be included in the student's file.