



Transition e-News Working Together—Getting Results

What's Inside

Out of Here, but Where Am I Going?.....	4
5th Annual WI Transition Conference.....	5
Students and Transition What Parents Need to Know.....	6
Wisconsin Community on Transition .	7
SPP Indicator 14	8
DPI/DVR/DHFS Interagency Agreement	9
Statewide Networking Meeting for Transition Coordinators	10
Summary of Performance ITV Presentations.....	10

To continue receiving the Transition e-News please subscribe at:
<http://www.wsti.org/news.subscribe.php>

It Takes EVERY Educator to Teach a Child

By Linda Maitrejean

Ask a teacher what they do for a living and most likely you will hear something like, “I teach third grade, I teach preschool, I teach special education, I teach math (or history, health, science, P.E.)” While technically correct, such descriptors are misleading and limited in their scope and importance. True, a preschool teacher may teach sound/symbol relationships, but these relationships are the keys to unlock the phonological code leading to reading, higher education and post-school employment. ALL teachers help to prepare children and youth for life beyond high school. (Adapted from The Utah Special Educator).



Many of the jobs that are available today (like new media, organic agriculture, e-business and nanotechnology) did not exist 10 years ago. What does this mean for educators? We are charged with preparing youth for jobs and technologies that don't yet exist...in order to solve problems that we don't even know are problems yet. The students in our classrooms today may have 10 to 14 jobs...by their 38th birthday! How do we help our youth develop the skills necessary to adapt to these inevitable changes? These questions frame the shift in practice that has to be considered if we are going to be successful in our efforts to prepare youth for life beyond high school. Like it or not, the world is changing and “shift happens”. Albert Einstein once said, “We can't solve problems using the same kind of thinking we used when we created them.” We must begin to problem solve now for this shift, as change is not optional. (Adapted from Did You Know, www.shifthappens.wikispaces.com). (continued on page 2)

What is Indicator #13?

By Paul Sherman/DPI, Steve Gilles/DPI, and Linda Maitrejean/WSTI

Federal Performance Indicator #13 is the “Percent of youth aged 16 and above with an individualized education program (IEP) that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.” NOTE: Wisconsin law requires transition planning at age 14.

Indicator #13 is a federal performance indicator which requires 100% statewide compliance as determined through the Special Education Procedural Compliance Self-Assessment. Every school district in the state must participate in the Self-Assessment one time within the five-year cycle (this equates to approximately 90 school districts participating per year). To find out when your district is required to participate in the Special Education Procedural Self-Assessment Compliance, access the five-year self-assessment cycle at <http://dpi.wi.gov/sped/xls/selfassmt-cycle.xls> (continued on page 2)

It Takes EVERY Educator to Teach a Child (Continued from page 1)

It is our hope that the Wisconsin Transition E-Newsletter will provide necessary information to assist you in preparing youth with disabilities for adult life. Newsletter articles will include information on transition requirements, transition related news and activities, perspectives from parents and agencies, as well as inform you of upcoming transition events and professional development opportunities. If you have any questions or comments about the newsletter, please contact me at lindam@cesa11.k12.wi.us or at CESA #11 at (715) 986-2020 ext. 2122.

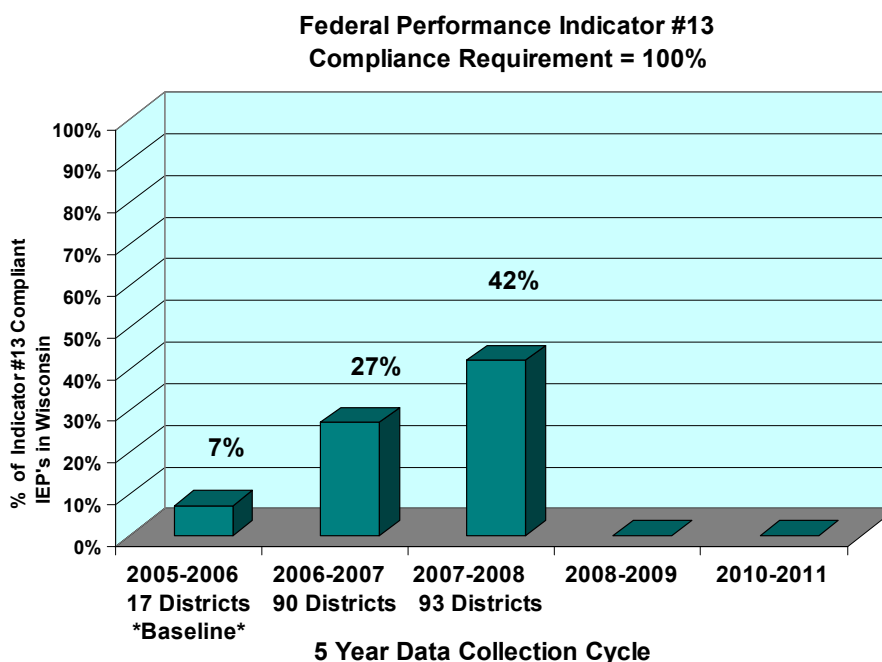
The Wisconsin Transition E-Newsletter is made possible through funding from the Wisconsin Statewide Transition Initiative and the Statewide Personnel Development Grant. All views and opinion expressed represent the author's and do not necessarily reflect the views and opinions of the Wisconsin Department of Public Instruction, The Wisconsin Statewide Transition Initiative and the Statewide Personnel Development Grant.

What is Indicator #13? (Continued from page 1)

The Procedural compliance Self-Assessment Transition Record Review <http://dpi.wi.gov/sped/pdf/spp-13-checklist.pdf> is used when reviewing IEPs to determine compliance with Indicator 13. The checklist measures performance on six elements of student transition plans. After the data is collected, the district reports it to the Wisconsin Department of Public Instruction where it is used to determine district and statewide compliance rates with Indicator 13. The statewide data is reported to the U.S. Department of Education, Office of Special Education Programs (OSEP). Individual district results are also available to the public. Questions about the Special Education Procedural Compliance Self-Assessment may be submitted through DPI's Procedural Compliance Self-Assessment homepage at <http://www.dpi.wi.gov/sped/spp-selfassmt.html>.

The bar graph below represents the statewide percentage of youth aged 16 and above with an individualized education program (IEP) that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals, as determined by previous Self-Assessments. The increase in the number of compliant IEPs each year indicates that districts better understand Indicator #13 compliance requirements. The bar graph also demonstrates the need for continued professional development in order for Wisconsin to achieve the federal requirement of 100% compliance.

(Continued on page 3)



What is Indicator #13? Continued from page 2

In an effort to help districts meet the 100% federal compliance requirement for Indicator #13, ITV presentations have been scheduled in 36 locations across the state in May and June 2008. The schedule of ITV presentations can be accessed by contacting your local CESA WSTI coordinator or at http://www.wsti.org/documents/indicator13/Indicator13_ITV_PD.pdf

It is recommended that district staff attend the Indicator #13 ITV presentations *at least one year before* the actual submission of compliance data is required for the Special Education Procedural Compliance Self-Assessment. Therefore, the following districts are strongly encouraged to attend the scheduled presentations:

Indicator #13

Tip #2: If a postsecondary goal is measurable (i.e. countable) a future reader of the goal, considering the student's progress, could say with confidence that "the goal has been met" or "the goal has not been met".

2008-09: Abbotsford, Alma, Antigo, Augusta, Bonduel, Boyceville Community, Brillion, Butternut, Cambria-Friesland, Cedar Grove-Belgium, Central/Westosha UHS, Clayton, Clintonville, Crivitz, Eau Claire Area, Elcho, Ellsworth Community, Elmwood, Florence, Fontana J8, Fox Point J2, Freedom Area, Gibraltar Area, Goodman-Armstrong, Greendale, Greenwood, Hartford J1, Holmen, Horicon, Howard-Suamico, Hudson, Inland Seas of Expeditionary Learning, Ithaca Kewaskum, Kickapoo Area, Kimberly, La Farge, Lake Geneva J1, Lake Geneva-Genoa City, Laona, Loyal, Luck, Luxemburg-Casco, Madison, Manitowoc, Marshfield, Mayville, Menasha, Merrill Area, Merton Community, Milton, Milwaukee College Prep Sch, Mineral Point, Mukwonago, North Lake, Oconomowoc, Oconto Falls, Owen-Withee, Palmyra-Eagle, Paris J1, Park Falls, Pewaukee, Plymouth, Prairie du Chien, Prairie Farm, Prentice, Reedsburg, Rio Community, Sauk Prairie, Shiocton, Silver Lake J1, Solon Springs, Somerset, Stone Bank, Sturgeon Bay, Superior, Thorp, Unity, Washington, Wausaukee, Wautoma Area, West DePere, Weyauwega-Fremont, Wheatland J1, Whitehall, Winneconne, Winter, Wittenberg-Birnamwood, Woodruff J1

2009-10: Albany, Algoma, Arcadia, Athens, Baraboo, Barneveld, Bayfield, Benton, Birchwood, Black River Falls, Boscobel, Brodhead, Brown Deer, Bruce, Capitol West Academy, Central City Cyberschool, Clinton, Colby, Cudahy, Cumberland, Darlington, Deerfield, DePere, DeSoto, DHFS, Drummond, Erin, Fennimore, Fort Atkinson, Franklin, Genoa City J2, Granton, Green Bay, Hartland-Lakeside J3, Herman #22, Hortonville, Independence, Iola-Scandinavia, Juda, Ladysmith-Hawkins, Lakeland UHS, Lodi, McFarland, Mellen, Mequon-Thiensville, Middleton-Cross Plains, Minocqua J1, Mondovi, Mount Horeb, Nekoosa, New Lisbon, Niagara, Oak Creek-Franklin, Oakfield, Oregon, Osseo-Fairchild, Pardeeville, Pittsville, Potosi, Randall J1, Randolph, Richfield J1, River Valley, Riverdale, Rosendale-Brandon, Saint Croix Falls, Saint Croix Central Sch for Early Dvlpt & Achieve, Shorewood, Spring Valley, Stanley-Boyd, Stratford, Tri-County, Twin Lakes #4, Union Grove UHS, Verona, Washington-Caldwell, Waukesha, Waupaca, Wauwatosa, West Allis, Westby, Weyerhaeuser, Whitewater, Williams Bay, YMCA Youth Leadership Academy, Yorkville J2

Indicator #13

Tip #4: Teachers are accountable for including measurable postsecondary goals in the IEP but are not accountable for the student's attainment of the postsecondary goal after he/she leaves high school.

If you are you unable to participate in the scheduled ITV presentations and are interested in setting up an ITV presentation for your district, please contact Linda Maitrejean, CESA #11 WSTI Director at lindam@cesa11.k12.wi.us or (715) 986-2020 ext 2122.

The ITV presentations are a result of the collaborative efforts of the Department of Public Instruction (DPI), the Wisconsin Statewide Transition Initiative (WSTI) and the Statewide Personnel Development Grant (SPDG).

Indicator #13

Tip #1: When writing postsecondary goals, be sure to include language that clearly identifies that the activity will take place after the student leaves high school.

Indicator #13

Tip #3: The IEP must provide evidence that an age-appropriate transition assessment occurred. This evidence may consist of formal aptitude and interest tests, to documentation of discussions with the student, to checking the age-appropriate box on the IEP.

“Out of Here..., But Where Am I Going?”

By Bob Greene CESA #4 Transition Coordinator

On March 28, 2008 the joint Transition Advisory Councils of La Crosse, Monroe, and Vernon counties, presented the activity “Out of Here..., But Where Am I Going?” for 65 senior special education students from 9 school districts.

In the morning sessions, students attended three 45 minute presentations: Employment 101 expressed how to apply for a job, keep a job and what was expected of workers. Finance and Budgeting dealt with budgeting, credit cards, student loans and writing checks and maintaining a balance. Housing and Tenant Relations talked to the students about finding an apartment, tenant’s rights and problems that might arise with roommates (rent, phone bills, and utilities).

Between sessions, the students visited with agencies that might provide services after they leave school. Agencies represented were Independent Living Resources, ILR; Division of Vocational Rehabilitation, DVR; Goodwill Industries; RiverFront, Inc.; Western Technical College; Vernon Area Rehabilitation Center, VARC; Aging and Disability Resource Center ADRC, La Crosse Municipal Transit Utility; La Crosse Department of Human Services; 211; Workforce Connection; and ABR Employment Services. In addition to providing valuable information, agencies distributed tickets for the drawings of over 25 door prizes donated from the community.

During lunch, the Holmen FBLA student organization presented a fashion show of what to wear and not to wear for job interviews, work and social activities. Also, a panel of students currently enrolled in post-secondary schools talked about their experiences after high school, particularly advocating for themselves, studying and avoiding the party scene.

After lunch, students chose two of three presentations available: ‘Tricks, Lies, and Scams’, how to protect yourself from fraud and illegal practices. ‘On My Own, and Doing It Beautifully’, how to decorate you dorm room or apartment and ‘Food and Nutrition’, how to read labels and prepare a well balanced meal.

Presentations were made by volunteers from ILR, RiverFront, Holmen FBLA, and students attending Western Technical College, as part of their Service Learning Project.

Special thanks to the members of the Vernon, Monroe and La Crosse TAC’s for their work in preparing and conducting this project for our students as they leave high school.



“During lunch, the Holmen FBLA student organization presented a fashion show of what to wear and not to wear for job interviews...”



5th Annual WI Transition Conference A Big Success!

By Jen Ledin, CESA #12 Transition Coordinator



**6th Annual
WI Transition
Conference**

January 21, 2009 Pre-Conference
January 22-23, 2009 Conference

Kalahari Resort, Wisconsin Dells
Keynote: Jonathan Mooney—Youth Development and Leadership
Numerous breakout sessions facilitated by Wisconsin Community on Transition
NEW! Youth breakout sessions!

Pre-Conference: \$75 Through 12/12/08
\$100 After 12/12/08
Conference: \$250 Through 12/12/08
\$300 After 12/12/08
Presenter Rate: \$125.00
Student Rate: \$125.00

If You Would Like to Submit a Presentation to be Considered for the 2009 Conference:
Submit an electronic proposal at <http://www.wsti.org/presenter.reg.php>
by July 10, 2008.

The 5th annual Wisconsin Transition Conference was held on January 22 and 23 at the Kalahari Resort and Conference Center in Wisconsin Dells. Despite a snowstorm, travel troubles, and a January date, over 600 teachers, administrators, parents, agency representatives, and youth were able to learn about a variety of items related to transition. This was the first year of our new conference location. We are excited to call the Kalahari Resort “home” for the next several years.

Conference attendees were welcomed by Stephanie Petska and Caroline Stanford-Taylor from the WI Department of Public Instruction.

The WSTI Youth Leadership Council showed a multi-media presentation of “My Wish.” During the course of the conference, keynote presentations from Jane Falls (post-school outcomes) and Mike Bullis (transition planning for students with behavioral challenges) kept attendees up-to-date on their timely topics.

Breakout sessions were held on many different topics, including self-determination, student-led IEPs, transition requirements and parent issues. Some presenters, including Ed O’Leary and Jim Martin, did multiple sessions to give attendees the opportunity to see a variety of sessions according to their interests.

All sessions were well attended and participants enjoyed the variety.

Exhibits were set up in the main hall for people to view information from different programs, agencies and vendors, as well as some youth-run micro enterprise businesses.

During the evening social, conference participants enjoyed pizza, door prizes and the great music of the band “Finderz Keeperz.”

The Planning Committee for the WI Transition Conference thanks you for your continued support of our conference. We hope to see you in 2009!

Parent Stipends and Youth Stipends are available to offset registration and hotel costs for parents and youth who want to attend the Wisconsin Transition Conference (minor must be accompanied by an adult). Please contact Kay at CESA #11, 715-986-2020 x2131 or kfitzgerald@cesa11.k12.wi.us to get on the list. First come, first served!

Students and Transition-What Parents Need to Know

By: Jill Gonzalez



www.facets.org

Transition is a time to prepare our children for their futures. Every parent has thought of their child's needs and how they will become successful adults living with a disability. Although transition does not begin in Wisconsin until the age of 14, it is imperative for families to start planning during their child's elementary and middle school years. It is also important for children with disabilities to take an active role in their educational planning by attending their Individual Education Program (IEP) meetings where concerns are heard and goals are decided upon. By taking an interest in their education, they learn to see the importance it has on their own vision of where they want to be after high school. A good foundation and a fundamental comprehension of what transition includes, is the first step in preparing for the best years in a child's life geared toward success after high school.

Families are encouraged to learn about transition to help their child become familiar with the process. When familiarity becomes reality, the child is more willing to participate and use self advocacy skills that are needed during this time of their lives. As a child gets older, they will need to know about their disability and how it affects their learning; they will need to be able to provide the necessary information that a college or an employer will need in order to access accommodations and or services; and in addition, they will need to know where in the community services can be accessed.

"It is never too early to start planning for your child's future."

Transition is a learning process that can be new and challenging for parents and youth who are entering transition. Often parents may feel overwhelmed as their child prepares to graduate high school. Parents can learn information about transition by attending the Annual Transition Conference put on by the Wisconsin Statewide Transition Initiative (WSTI). This year over 600 people attended. Growing participation rates is an indication that families, schools, and communities are taking a serious interest in collaborating together for better outcomes of our children entering higher education, the work force and/ or independent living environments.

Every state is required to have a parent training and information center to provide assistance when needed. The Wisconsin Family Assistance Center for Education Training and Support (WI FACETS) is a non profit agency that provides education, training, and support to parents who have children with special needs. The Wisconsin Statewide Parent Education Initiative (WSPEI) is another vital resource to help families navigate special education information. To find out your area WI FACETS coordinator log onto www.wifacets.org or call toll free 1-877-374-4677. To speak with a parent liaison, call your area Cooperative Educational Service Agency (CESA) or log onto <http://www.dpi.wi.gov/sped/parent.html>.

It is never too early to start planning for your child's future. In fact, your child's success depends on the support given to him by his parents, teachers, and others in their community. Information is knowledge; knowledge is power and empowerment leads to success!

Wisconsin Community on Transition (WI CoT)

By Linda Maitrejean

In 2004, federal, states and local agencies came together around their shared interest in improving school and post-school outcomes for youth with disabilities. Today, four federal agencies, ten states including Wisconsin and many national organizations are joined in the National Community of Practice on Transition.

As a result of Wisconsin's involvement with the National Community of Practice on Transition, a statewide learning community around transition practices for youth with disabilities has been established. This learning community, which meets three times per year, is called the WI Community on Transition (WI CoT) and includes parents, youth, educators, agency representatives and many others who are interested in improving transition services and outcomes for youth with disabilities. Practice groups, which meet much more frequently, have been developed to focus on sharing work across agencies on the following issues: Health in Transition, Employment, Youth Development and Leadership and Postsecondary Education. To learn more about the work of each of the practice groups, you can register on www.sharedwork.org, go to the Wisconsin home page and click on the practice group you are interested in learning more about.

The next two WI CoT meetings will be held at the Sheraton on 706 John Nolen Drive, Madison, WI 53713.

June 19, 2008: This meeting will feature the Youth Development and Leadership Practice Group.

October 23, 2008: This meeting will feature the Employment Practice Group.

If you would like to attend either meeting, please register with Ellen Cook at Dorothy.cook@dpi.wi.gov

If you are interested in learning more about the work of the National Community of Practice on Transition or the Wisconsin Community on Transition, please register on www.sharedwork.org.



SPP Indicator 14: Post High School Outcomes of Youth with Disabilities

By Mary Kampa

Do you ever wonder how the students you have worked with in high school are doing one year after they have left high school? Are they reaching their goals? Going on for more education? Earning at least minimum wage at their job? Do you ever question what worked well for them in high school to help them meet their goals? These questions and more are asked of youth with disabilities one year after they exit high school through graduation with a regular diploma, a certificate of attendance, reaching maximum age of eligibility for services (21 years of age), or dropping out. Former students are contacted to assess areas such as independent living, participation in postsecondary education, employment, and high school IEP planning.

Indicator #14: "The percentage of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or both within one year of leaving high school." State Performance Plan (SPP) Indicator #14 assesses the outcomes of youth with disabilities one year after exiting their secondary placement. These former students are called "exiters". CESA #11 has been contracted to assist districts with the data collection and reporting requirements of Indicator 14, utilizing an on-line data reporting system. Districts use the Wisconsin Post High School Outcomes website (www.posthighsurvey.org) to complete all of the requirements of Indicator #14.

(Continued on page 8)

SPP Indicator 14: Post High School Outcomes of Youth with Disabilities (Continued from page 7)

All data is collected using the post high website. All survey instruments (<http://posthighsurvey.org/instruments.php>) and survey directions (http://posthighsurvey.org/survey_directions.php) are provided on this website. To collect the post high data, St. Norbert College Survey Center has been contracted to conduct telephone interviews with the former students, at no cost to the district.

Data collection for Indicator #14 is a Two-Year Process!

Wisconsin's public agencies have been divided into five groups of approximately 90 agencies each. One group is monitored each year beginning with the 2006-2007 school year (interviewed 2005-06 exiters). Districts are selected by survey year along with other sampling Indicators, with a sample of Milwaukee Public Schools included each year. The year a district is in self-assessment, students who are seniors or in their last year of school will be eligible for a post high school outcomes interview the following year. This means that the year after self-assessment, these former students are located and invited to participate in a post high interview. Districts can view their local results and reports as soon as the district's interviews are completed. You can view the DPI Special Education Procedural Compliance Self-Assessment compliance cycle at <http://www.dpi.wi.gov/sped/spp-sa-select.html> to see what year your district will be involved in collecting post school outcomes.

Suggested things you can do this school year:

In addition to using the WPHSOS website in a compliance year, districts may choose to use the website any year to collect outcomes data on local exiters. Along with the required reporting elements of Indicator 14, this site provides many ways for districts to review their outcomes data and to use that data in improvement planning. If your district has not yet participated in an outcomes survey, you can visit www.posthighsurvey.org to start becoming familiar with the survey procedures, district responsibilities, interview questions, and types of district reports available, as well as find transition resources.

As a state, how are our exiters doing, and how is the outcomes data used?

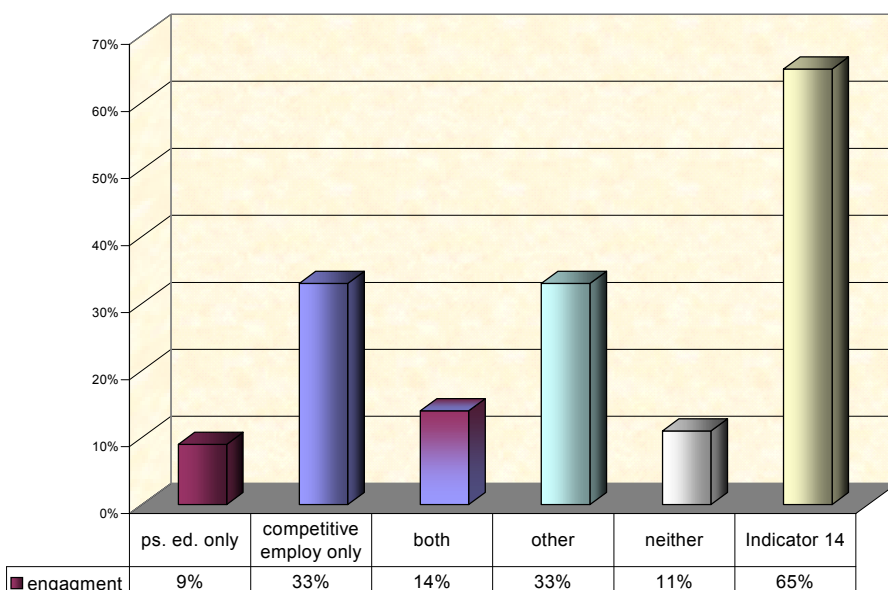
The State has the same reporting requirement as each individual district. As stated above, it is a single percentage of youth engagement after high school. The graph below illustrates an unduplicated count of statewide exiters.

2007 Outcomes of 2005-06 Exiters

The goal of the state is to improve the engagement rate each year by .5%, resulting in a "Target" of 67.5% by 2011.

For further information contact:

Mary Kampa, Director, WPHSOS
CESA #11, 225 Ostermann Drive
Turtle Lake, WI 54889
Cell phone: 715-416-0609
Email: maryk@cesa11.k12.wi.us



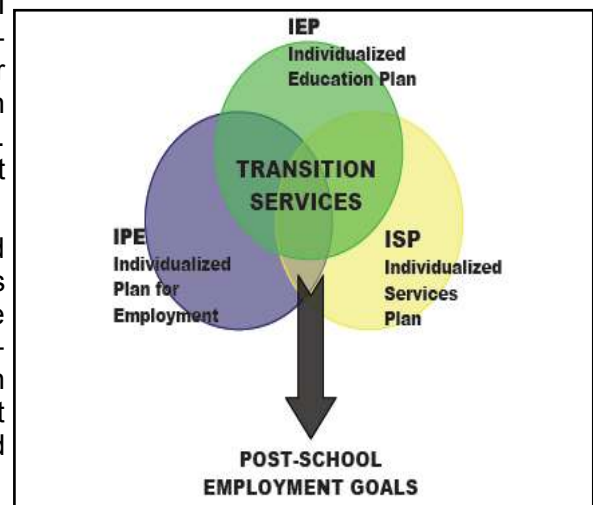
DPI/DVR/DHFS Interagency Agreement

By Steve Gilles and Lori Turim

In July 2007, the WI Department of Public Instruction (DPI), along with the Division of Vocational Rehabilitation (DVR) and the WI Department of Health and Family Services (DHFS) jointly developed an interagency agreement, which can be accessed at http://www.wsti.org/documents/topics/d/dpi_interagency_agreement.pdf, to further the successful transition from high school to employment and post secondary education for youth with disabilities. An important feature of this agreement is the collaboration of DVR and DHFS staff, teachers, parents and students in the development of Individual Education Plan (IEP), post school Individual Plan for Employment (IPE), and Individual Services Plan (ISP). The collaboration across agencies on the development of these three separate plans helps assure that a student will receive necessary transition services to attain post secondary education and employment.

Professional development opportunities on the DPI/DVR/DHFS Interagency Agreement are offered at each Cooperative Educational Service Agency (CESA). WSTI Coordinators co-present with DVR and DHFS staff and with parent liaisons to demonstrate the collaboration among agencies. For more information on professional development opportunities in your area, contact your WSTI Coordinator at your local CESA. Contact information can be found at <http://www.wsti.org/directory.php>.

In addition, the Transition Action Guide (TAG) was developed to support the 2007 DPI/DVR/DHFS Interagency Agreement. This guide suggests best practice and resources. This guide can be used as a framework for improving communication and coordination of services for students with disabilities transitioning from high school to adult life. The TAG can be downloaded at http://dwd.wisconsin.gov/dvr/pdf_files/tag.pdf and <http://www.wsti.org/documents/topics/d/tag.pdf>.



Introducing the WSTI Youth Leadership Council

By Jen Ledin

The WSTI Youth Leadership Council (YLC) has continued to build on the foundation they set in their inaugural year, promoting the concept of “**nothing about us, without us.**”

Members of the YLC range in age from 18 to 28 and have various disabilities. They are all at different stages of their lives; some in high school, some in college or technical school, and some in the workforce. No matter what they do from day to day, they all have a common goal—to promote the concept of youth leadership for students with disabilities.

YLC members have participated in a number of activities, groups and events to start to promote this concept. The YLC has established youth representation in many state groups and are taking an active role in promoting leadership skills in youth by helping to plan and facilitate the Youth Leadership Forum for the summer of 2008. YLC members have co-facilitated presentations on student-directed IEPs and have shared the stories of their experiences at conferences and meetings which include teachers, agencies and parents. If you'd like more information about the Youth Leadership Council contact Jen Ledin at jenniferm@cesa12.k12.wi.us.



Upcoming Professional Development Opportunities



Transition Coordinator Networking Meeting

The purpose of this first statewide networking meeting is to provide an opportunity for transition coordinators/designees to network with the other transition coordinators/designees from districts across the state and share resources, problem solve around common challenges and receive updates on state level transition information.

The 1st Transition Coordinator Networking meeting will be held on:

Sept 25 8:00-4:00 and Sept 26, 2008 8-11:30

at Stoney Creek Inn, 1100 Imperial Avenue, Rothschild, WI 54474 Phone: (800) 659-2220.

Register now for this meeting at <http://www.wsti.org/snm.reg.php>

Tentative Agenda posted soon on the website www.wsti.org. Contact Kay if questions: 715-986-2020 x2131.

Cost: \$60

Summary of Performance (SoP) ITV Presentations see website calendar of events

http://www.wsti.org/calendar_of_events.php

The Summary of Performance (SoP) will be presented via ITV at NO COST from 8:30 am-12:30 pm on the following dates – for more information and to register visit www.wsti.org after June 1st:

- Tuesday, 9/30/08 at CESA #5, Milwaukee Tech Center Rm 224, CESA #6, (one more site will be added in the CESA #12 area)
- Wednesday, 10/1/08 at CESA #11, CESA #3, CESA #7 and CESA #8.
- Thursday, 10/2/08 at CESA #11, CESA #4 (more sites will be added in the CESA #2 and CESA #9 areas)
- Friday, 10/3/08 at CESA #11 and CESA #10

Participants will learn why, when and how a Summary of Performance needs to be completed.

Indicator #13 ITV Presentations see website brochure for date, time and location

http://www.wsti.org/documents/indicator13/Indicator13_ITV_PD.pdf

- Learn how to assess transition skills in students and how to document results in the IEP.
- Learn the keys to writing measurable postsecondary goals.
- Learn how to develop a meaningful course of study.
- Learn how to develop a student-specific coordinated set of activities.
- Understand the parent consent requirement for inviting outside agencies to the IEP meeting.

Disclaimer: All views and opinions expressed represent the authors and do not necessarily reflect the views and opinions of the Department of Public Instruction, The Wisconsin Statewide Transition Initiative and the Statewide Personnel Development Grant.