TRANSITION PLANNING ATTACHMENT INSTRUCTIONS

PAGE 1T- PARENTAL RIGHTS AND AGE OF MAJORITY
Indicate by checking the appropriate box regarding parental rights and age of majority.

PAGE 1T- STUDENT'S POSTSECONDARY GOALS
1) Indicate Data sources by checking the appropriate boxes and adding dates.
2) Indicate IEPT meeting attendance by checking if the student attended the IEPT meeting.
3) If the student did not attend, check the box and describe how the IEP team considered the student's strengths, preferences and interests. For example, include comments like: "A draft plan was completed with the student on (date)," or "Reviewed the transition assessment results and student interview from (date)". "Also, please see the current PLAAFP for additional details regarding the student's strengths, preferences and interests."

PAGE 1T- TRAINING, EDUCATION EMPLOYMENT, AND INDEPENDENT LIVING
There should be "appropriate measurable postsecondary goals based upon age appropriate transition assessments related to **training** (e.g., vocational training, on the job training, enrollment in a job/life skills adult program, etc.), **education** (e.g., college enrollment, adult education courses, etc.), **employment** and, where appropriate, **independent living skills**" (IDEA 2004).
IMPORTANT: Include the dates and results of the transition assessments, which can include the Educational Development Plan (EDP). Remember, the transition assessment data should be current. Transition assessments can be formal, informal, or a combination, with the results being used to help identify the student's postsecondary goals and needed transition services, as well as annual IEP goals. **Be sure to document in the IEP the dates, the name of the assessment/s, and the results for each area.**
Transition assessment should be an on-going process (See Transition Planning at www.resa.net).

In the Postsecondary Goals boxes, briefly describe the student's goals for each of the areas. These statements must be **written as measurable statements**; which means outcomes that can be observed or counted as occurring after the student has left school. For example, the student **will** enroll in community college, or the student **will** take business math classes at Smith Technical School, or the student **will** improve social and self-care skills at an adult program.
NOTE: It would be permissible for the IEP team to combine the postsecondary goal or goals in the areas of training and education to address a student's postsecondary plans.

PAGE 1T- COURSE(S) OF STUDY
The identified course(s) of study should align with the student's postsecondary goals and must be considered for any student who will reach age 16, or younger if the IEP Team determines it is appropriate.
Check the appropriate box and then describe the curriculum areas and educational experiences either as a multi-year plan or just for this IEP's school year/grade. The statement should describe how planned studies are linked to the student's postsecondary goals. This might include a consumer math class, work-based learning, vocational education, college preparation, computer courses, or course content areas like independent living, money management, mobility, etc. It is not necessary to list each specific course and course number. To help reduce the number of students that drop out, the IEP Team should consider all of the school's offerings as it works with the student and family to select a course of study that will motivate the student to complete his or her education. This will also ensure that students with disabilities are included in general education as much as possible.

PAGE 2T- SECONDARY TRANSITION SERVICES

The IEP team should describe in each box what services and activities are needed to support the student's postsecondary goals, as identified on Page 1T. When identifying the agency/person responsible, coordinate the activity or service with other appropriate individuals and/or agencies. For example, you might put "MRS, the student, the school", or "student, the school", or "student, parents, math teacher" in a particular box. It is not necessary to indicate a specific individual name, just use a title or name of agency. **NOTE:** Any identified person/agency must be invited to the IEPT.

If an area is considered not appropriate for the student, then the "Considered, none needed" box is checked and a brief explanation should be given. Remember, you must address at least one of the boxes on Page 2T that align with the student's postsecondary goals. You cannot put "Considered, none needed" for them all.

The Expected Completion Date section is optional, but is designed to provide some general framework for accomplishing the identified activities.

Instruction-Activities/strategies listed in this area have to do with instruction, whether it is the formal or informal imparting of knowledge or skills. The activities can include, but are not limited to, such things as broad curricular areas of needed coursework, educational experiences, skill training, etc. or activities/strategies that are necessary to prepare for and take part in college, continuing education, further skill training, adult living, etc.

Related Services (Community-Based) - This area generally refers to adult therapies and adult support services. The IEP Team should consider the related service needs the student may have as he or she prepares to enter the adult world. If related services will be needed beyond school, the IEP should identify linkages to adult agencies before the student leaves the educational system. For example, identifying and/or linking with post school providers of physical therapy, occupational therapy, mental health service, etc. Special education school-based related services do not need to be repeated on the transition page.

Community Experiences- The emphasis in this area is on activities/strategies that are generally provided outside the school building and that prepare the student for participation in community life. These activities should encourage the student to participate in the community, including governmental, social, recreational, leisure, shopping, banking, transportation, etc.

Development of Employment- Activities/strategies listed in this area focus on development of work-related behaviors, job seeking and job retention skills, career exploration, skill training, apprenticeship training and actual employment.

Other Post-School Adult Living Objectives- This area emphasizes activities/strategies that focus on adult living skills. These are generally those activities that are done occasionally such as registering to vote, filing taxes, obtaining a driver's license, renting or buying a home, accessing medical services, obtaining and filing for insurance, accessing social security.

Acquisition of Daily Living Skills- Those activities that adults do most every day, like preparing meals, budgeting, maintaining a residence, paying bills, raising a family, caring for clothing, etc.

Functional Vocational Evaluation- A student-centered assessment process that provides information about job or career interests, aptitudes, and skills. Information is gathered through situational assessments in the setting where the job is performed. This can include observations, formal and informal measures, and should be practical. Information gathered through a functional vocational assessment can be used to refine educational experiences, course of study, and employment activities/strategies in the statement of transition services.

Reference: O'Leary, E., & Collison W. (2007). Revised Draft Helping Educators, Parents, and Other Stakeholders Understand: Post-school Outcomes, Course of Study, Coordinated Set of Activities.

Page 2T- <u>AGENCY REPRESENTATION-</u>

You must invite, with consent, a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

- If an agency is **not** likely to provide or pay for a service then it is not necessary to invite the agency, then check the first box.
  - ☐ **"There was NO need to invite a community agency representative."**

- If there was a need to invite an agency, check the box.
  - ☐ "**There was a need to invite a community agency representative likely to provide or pay for transition services"**

NOTE: You must have written consent from the parent or student (age of majority) before **inviting** any agency.

- If checking the box, "**Consent was obtained"**, indicate the date of written consent.

- If checking the box, "**Consent was requested but NOT obtained**", provide the reason (e.g., parent/student declined consent, no response, etc.).

- If consent was requested and not obtained, **DO NOT** invite the outside agency that is likely to be responsible for providing or paying for transition services.

- Check the ☐ **Yes or** ☐ **No** box to indicate "**Did the community agency representative attend the IEP?"**

NOTE: Consent is required for **EACH** transition IEP when there is a need to invite an outside agency. Blanket consent is not acceptable.