TRANSITION POINTS TO REMEMBER
2018-2019

Transition planning overview
For students 14 years and older (or that will turn 14 during the school year):

- **TRANSITION-** coordinated set of activities for a child with a disability that:
  - Is within a result-oriented process
  - Is focused on improving academic and functional achievement
  - Facilitates child's movement from school to post school activities, including: postsecondary education, continuing and adult education, vocational training, employment (integrated or supported), adult services, independent living, and community participation
  - Are realistic

- IEPS must be **TRANSITION CENTERED**. Goals must match diploma/exit option. After giving **TRANSITION ASSESSMENTS** (to collect data on students' needs, preferences, and interests), discuss **POSTSECONDARY GOALS** with students prior to meeting and all other components of the IEP should be based on those goals.

- **Must address transition in the PLAAFP**
  - Under child's strengths, preferences and interests and impacts sections of the IEP. Summarize data from transition assessments pertaining to students' interests, preferences, and strengths that helped develop postsecondary goal and summarize postsecondary goal, including strengths and weakness as related to postsecondary goals. List the transition assessments given under data sources.
  - Under impact of disability and student needs of the IEP: State the impact of the student's disability on obtaining postsecondary goals/outcomes

Individual Transition Plans
8 major components:
(Numbered on transition plan example)

1. AGE-APPROPRIATE TRANSITION ASSESSMENTS
- Must be given BEFORE POSTSECONDARY GOALS ARE WRITTEN (prior to the IEP meeting)
- PURPOSE
  - Enable students to develop postsecondary goals aligned to their interests and strengths
  - Assist students in refining and revising their goals throughout secondary school
  - Inform teachers and schools of transition services needed to help students prepare for their postsecondary goals
  - Unite the whole IEP, when the appropriate one's are given
- Provide information about the student's preferences, strengths, interests, and needs to develop
  - Postsecondary goals
  - Annual goals
  - Transition goals
- May use formal and/or informal assessments and should vary from year to year **(monitoring team will be looking for the use of multiple assessments to show growth over a period of time)**
- Find out students' interests and let that dictate the assessments given
- In the areas of education/training, employment, and independent living **(must give assessment for each of these 3 areas)**
- Date conducted should be prior to IEP meeting

- Results of the assessments provide information that is notated in the PLAAFP
- "Report attached" should be marked "Yes" and a copy of the completed assessment(s) must be in the blue folder
- There are many transition assessments available (see Special Education Transition website). MDE staff has recommended some specific assessments you can find online (some of these, you can indicate the test domain, student's grade, and disability and the program will generate an entire list of age-appropriate assessments, with descriptions to choose from):
    - Indiana Transition Matrix
    - North Dakota Transition Matrix
    - Iowa Transition Assessment
    - Transition Hub
- Quickbook on Transition tab on RCSD website also has assessments
- Career Cruisin is another option

2. POSTSECONDARY GOALS
- Based on information gathered from transition assessments
- Must match exit option
- Reflect individual needs identified in the PLAAFP
- Written for the areas of Education/Training, Employment, and Independent living
- FORMULA for writing: **Upon completion/exit from high school student_____ will outcome_____ (what, where, and how?)**
- Not only about education, it can be training too- for severe/profound students (see "Measurable Post-Secondary Goals" handout and on web site)
- Postsecondary goals must be reviewed and updated/revised every year based on student strengths, preferences, interests, and assessments.
    - The monitoring team looks to see if goals are showing growth. They usually review the last three IEPs; therefore, do not copy and paste goals from year to year.
    - Must be based on MOST CURRENT TRANSITION ASSESSMENTS.
- If a student verbally states one thing for postsecondary goals, but transition assessments indicate something different, include both in the IEP. The monitoring team will be looking for goals directly related to transition assessments given.
- If a student's postsecondary goals are unrealistic, provide data and alternative postsecondary goals to support why you believe goal(s) are unrealistic.
- It must be linked to an annual goal with STIOs (note the annual goal number on the student's Individual Transition Plan under Related Goal) and place an "X" under "TA" (transition activity) on that annual goal page.
    - Must have an **annual goal(s)** related directly to a postsecondary transition goal.
    - Goals may mirror academic or behavior goals
    - Post secondary goals must be reviewed annually and updated/revised based on student's strengths, preferences, and interests.
    - See Individual Transition Plan Goals for examples

3. TRANSITION SERVICES
- Activities that the school, student, parent, and any other outside agency will do to assist students in reaching their stated postsecondary goal
- Specify the agency responsible for providing the transition services
- Services for all areas must be addressed if the student if documented supports are on the IEP
- Many are probably things already being done just document them here! (Ex: SATP review, ACT review, job shadowing, meet with guidance counselor, driver's ed, accommodations, tutorial class, field trips etc……..)
- There should be at least one activity based on a need or deficit reflected in transition assessments
- Must be linked to the child's postsecondary goal and PLAAFP.

4. COURSE OF STUDY
- Choose the area that supports the student's postsecondary goals(s)
- General ed teacher and guidance counselor must be involved in determining course of study
- From drop down menu choose what field fits postsecondary goal
- For SCD students, also choose additional supports needed

- List courses the student has or will enroll in over a three year period
- If the student's schedule changes for any reason, revise this section

5. EXIT OPTIONS
- Must be consistent with the results of the transition assessments and Individual Transition Plan
- Have parent and student initial beside option checked
- Refer to RCSD Exit Options and Mississippi Diploma Options documents

6. STUDENT INVITATION TO THE IEP COMMITTEE MEETING
- Should always be YES if the student is turning 14 or is 14 years old or older
- Use Meeting Invitation in the IEP development program

7. INTERAGENCY INVITATION TO THE IEP COMMITTEE MEETING
- Goal is to **CONNECT WITH AGENCIES!!!!**
- List any agency that is currently involved with student, could provide needed information in the meeting, or is likely to become involved in providing post-school services. (see "Rankin County Linkages" on transition page of RCSD website for agency list AND descriptions)
- **WRITTEN PARENTAL CONSENT MUST BE OBTAINED BEFORE INVITING ANY AGENCY TO AN IEP MEETING**
  - Attach the "Consent to Release Information" form to the back of the Meeting Invitation. Write any agency you would like to invite and have parent complete and send back. Keep on file and upload with the Meeting Invitation in the IEP development program.
  - Obtain parent's consent annually
- By at least the 11th grade year, Voc. Rehab should be contacted to come meet with students and evaluate
  - Renee Mayfield is the current VR Counselor for RCSD.

8. TRANSFER OF RIGHTS
- At least one year before the student reaches the age of majority (age 21), the transfer of rights statement must be explained and the student must sign.