

TRANSITION PLAN

Transition Planning is required beginning with students turning 16 years of age during the IEP year, or younger if determined appropriate by the IEP Team.

Parental Rights and Age of Majority (check all applicable)

Indicate by checking the appropriate box:

- If the student will be age 17 during this IEP, the student was informed of parental rights that will transfer to him/her at age 18.
- If the student has turned age 18, the student and parent were informed of the parental rights that transferred to the student at age 18.
- The student has turned age 18 and a legally designated representative has been appointed (e.g. power of attorney, guardian, etc.) the representative is: _____

STUDENT'S POSTSECONDARY GOALS
Data sources:
Data Sources Tips:
<ul style="list-style-type: none"> ✓ Be sure to document the dates, the name of the assessment/s, and the results for each area in the IEP. ✓ Do NOT use the Educational Development Plan (EDP) or parent/student interview as your only source. ✓ Transition assessment data should be current (within 12 months). ✓ Transition assessment results should be used to help identify the student's postsecondary goals and needed transition services, as well as annual IEP goals. ✓ Transition assessment should be an on-going process (See Transition Planning at www.resa.net).
<p><i>Check appropriate boxes~</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Required Transition Assessment <ul style="list-style-type: none"> <input type="radio"/> Identify Assessment Tool: _____ <input type="radio"/> Identify Assessment Date: _____ <input type="radio"/> EDP Date _____ <input type="radio"/> Other _____
IEPT Meeting Attendance:
<ul style="list-style-type: none"> <input type="checkbox"/> Check box if the student <i>did</i> attend the IEPT meeting <input type="checkbox"/> Check box if the student <i>did not</i> attend the IEPT meeting <i>and</i> Describe how the IEP team considered the student's strengths, preferences and interests. See PLAAFP, or <p><i>Examples:</i></p> <ul style="list-style-type: none"> <input type="radio"/> "A draft plan was completed with the student on (date)." <i>or</i> <input type="radio"/> "Transition assessment results and student interview form were reviewed with the student on (date)". <input type="radio"/> "Also, please see the current PLAAFP for additional details regarding the student's strengths, preferences and interests."
<p>Training: For example, after school completion what additional training will you get? (e.g., vocational training, on the job training, military training, enrollment in adult employment/life skills program, etc.)</p> <p><i>Example:</i> After school completion, (Student) <i>will</i> take business math classes at Smith Community College.</p>
<p>Education: For example, after school completion, what additional education will you get? (e.g., college enrollment, adult education courses, trade school, etc.)</p> <p><i>Example:</i> After school completion, (Student) <i>will</i> enroll at Smith Community College.</p>
<p>Employment: For example, after school completion, what will be your job? (e.g., nurse, greeter at coffee shop, manager at grocery store, etc.)</p> <p><i>Example:</i> After school completion, (Student) <i>will</i> work as a nurse assistant.</p>
<p>Independent Living (when appropriate): For example, after school completion, how will you participate in your community? (e.g., living arrangements, social activities, recreation, financial skills, etc.)</p> <p><i>Example:</i> After school completion, (Student) <i>will</i> live on his own and learn light home maintenance (i.e. cleaning, yardwork) and self-care skills (i.e. personal hygiene, selecting clothes) at an adult program.</p>

Training, Education Employment, and Independent Living Tips:

- ✓ There *must* be appropriate, measurable, postsecondary goals based upon age appropriate transition assessments related to **Training, Education, Employment, and (if appropriate) Independent Living**.
- ✓ 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 or postsecondary programming.
Example: After high school completion (Student) will (postsecondary goal).
- ✓ It is permissible for the IEP team to use the same postsecondary goal in the areas of training and education to address a student's postsecondary plans. (Write the goal in BOTH boxes)
- ✓ Make sure every POSTSECONDARY goal is supported by one or more ANNUAL goal(s) and objectives.
- ✓ Not Applicable is only allowable for Independent Living.
- ✓ Do NOT leave a box empty.

COURSE(S) OF STUDY

Check one:

- Michigan Merit Curriculum Leading to a High School Diploma
- Course of study leading to a Certificate of Completion
- Or _____

Comments:

School Year	Age or Grade	Describe How Courses Of Study Support Student's Postsecondary Goal(s)
		<i>*see box below for tips*</i>

***Course(s) of Study Tips:**

- ✓ Describe the curriculum areas and educational experiences either as a multi-year plan or for the current IEP's school year/grade. The statement should describe how planned studies are linked to the student's postsecondary goal(s). This plan 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 course and course number.

- Anticipated graduation or completion date: _____

SECONDARY TRANSITION SERVICES		
Needed Transition Services and Activities Related to Student's Postsecondary Goals and Present Level of Academic Achievement and Functional Performance.	Agency/Title of Person Responsible	Expected Completion Date
<p>Tips: You must <i>consider all</i> transition service areas and describe services and activities in <i>at least ONE</i> area. Describe what services and activities are needed to support <i>and align with the student's postsecondary goal(s)</i>.</p> <p>If an area is considered not appropriate for the student, then check the box "Considered, none needed" and provide a brief explanation.</p>	<p>Tips: Enter the agency/title that will provide the service.</p> <p>When identifying the agency/person responsible, coordinate the activity or service with the appropriate individuals and/or agencies.</p> <p>Parents/student should NOT be solely responsible for <i>all</i> activities.</p> <p>It is not necessary to indicate a specific individual name; a title or name of agency is sufficient.</p> <p>NOTE: Any identified person/agency must be invited to the IEPT.</p> <p>The district is responsible for ensuring services are provided, even if it is not the providing agency.</p>	<p>Tips: This section is optional (but encouraged) and is designed to provide a general timeframe for completing the identified activity.</p>
<p>Instruction Considered, none needed. Explain: _____</p>		
<p>Related Services (community based) Considered, none needed. Explain: _____</p>		
<p>Community Experiences Considered, none needed. Explain: _____</p>		
<p>Development of Employment Considered, none needed. Explain: _____</p>		
<p>Other Post-School Adult Living Objectives Considered, none needed. Explain: _____</p>		
<p>Acquisition of Daily Living Skills (when appropriate) Considered, none needed. Explain: _____</p>		
<p>Functional Vocational Evaluation (when appropriate) Considered, none needed. Explain: _____</p>		

Transition Service Areas:

Instruction: Refers to the formal or informal imparting of knowledge or skills. Activities/strategies 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) - Generally refers to adult therapies and 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 relations 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- Generally refers to experiences outside the school building that prepare the student for participation in community life. (Examples of activities include governmental, social, recreational, leisure, shopping, banking, transportation, etc.).

Development of Employment- Refers to a 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- Refers to a focus on adult living skills. Generally refers to 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, etc.

Acquisition of Daily Living Skills- Refers to adult activities such as 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.

AGENCY REPRESENTATION: 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, check

“There was NO need to invite a community agency representative.”

If there was a need to invite an agency, check

“There was a need to invite a community agency representative likely to provide or pay for transition services”

If checking the box

“Consent was obtained” Indicate the *date* when written consent was provided.

If checking the box,

“Consent was requested but NOT obtained” Provide the reason: _____

Acceptable reasons for not inviting an agency include: “No response” or “Parent/ student declined consent”

/Check the **Yes** or **No** box to indicate, **“Did the community agency representative attend the IEP?”**

Agency Representation Tips:

You **must**:

- ✓ Have WRITTEN consent from the parent or student (age of majority) before inviting any agency. **(VERBAL CONSENT IS NOT SUFFICIENT).**
- ✓ Consent is required for EACH transition IEP when there is a need to invite an outside agency. Blanket consent is not compliant.
- ✓ 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.