

TRANSITION PLANNING

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include: *34 CFR 300.320(b)*

Results of age-appropriate transition assessments, including student's preferences, interests, needs and strengths (PINS)

34 CFR 300.320(b)(1); 34 CFR 300.43(a)(2)

The student must be assessed in order to know and have data that supports the student's post-secondary goals and to inform the development of the IEP. Assessment is also necessary to identify the student's preferences, interests, needs, strengths. ODE suggests using the South Bend Indiana Assessment Matrix as one venue for obtaining assessments.

Once the assessment(s) are completed a summary must be written in this section.

Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments

34 CFR

300.320(b)(1)

Training

Note: Post-secondary goals must be written in measurable terms and are written, based on transition assessment data, to identify the goals the student will pursue when they are **no longer attending school**.

Example: Within one year of exiting school, Chris will attend a vocational school to learn how to be a welder.

Education

ODE requires a goal be written in this area **IF** there is no post-secondary goal written for Training. The post-secondary goal for training and education may be the same. E.g. Within one year of exiting school Chris will attend a community college to obtain her welding certification.

Employment

ODE requires a goal be written in this area. Student will change their minds over time and it is expected that this post-secondary goal may change based on the students intended post school outcome. It is expected that every student will exit school being employed or on the path to employment.

Independent living skills (where appropriate)

ODE does not require a goal be written in this area unless it is pertinent to the student's preferences, needs, interests and strengths and post-secondary outcomes.

Transition Services/Activities: Transition Services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

34 CFR 300.43

List here the activities/services the student might receive e.g. weekly shopping experience in the community, job shadow experience in their area of interest.

Course of Study: (designed to assist the student in reaching the post-secondary goals)

34 CFR

300.320(b)(2)

List of the courses the student must take in order to earn the identified diploma type. ODE requires this be written in multi-year format and be specific as to course name. Course of study includes all required and elective courses to meet the diploma type the student will earn but also to include electives that support the student's post-secondary goals. E.G. if the student intends to pursue a career in welding, the student's course of study might include additional welding classes as part of their elective classes.

Agency Participation: To the extent appropriate, with consent of the parents or adult student, the school district must invite a representative of any participating agency likely to be responsible for providing or paying for transition services.

34 CFR 300.321(b)(3)

Prior to agency participation, the district **must obtain consent** from the parent or adult student via a Release of Information in order to invite the agency representative(s) to attend and participate in the IEP or other special education meeting.

Graduation 34 CFR 300.102(a)(3)(i)-(iii)	Transfer of Rights 34 CFR 300.320(c), 300.520
<p>Anticipated Graduation Date: _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> With Regular Diploma <input type="checkbox"/> With Modified Diploma <input type="checkbox"/> With Extended Diploma <input type="checkbox"/> With Alternative Certificate <p style="color: purple;">It may not be possible to know the exact date when looking years in the future. However, districts tend to hold graduation on the same day and timeframe from year to year.</p>	<p>The student and parent were informed of his/her rights under Part B of IDEA that will transfer to the student at the age of majority:</p> <ul style="list-style-type: none"> <input type="checkbox"/> YES <input type="checkbox"/> Date student was informed: _____ <input type="checkbox"/> Date anticipated transfer will occur: _____ <p style="color: purple;"><i>The district must also provide written notice of the transfer of rights to the student and the parent when the student reaches the age of majority.</i></p> <p style="color: purple;">Transfer of Rights: Two stage process: Date student was informed. Date transfer will occur.</p>