



### **Transition Planning Section of the IEP**

- Must be used for students beginning no later than the IEP in grade 9.
- Services are based upon student/family preference as well as identified needs.
- Transition needs should show an impact by the disability.
- Academic needs are still addressed.

### **Measureable Post-Secondary Goals**

- These are *student* statements, written in first or third person, that declare the student's future aspirations after graduation.
- There must be statements for education or training and for employment. Independent living statements are required only if appropriate.
- Statements must be "I will" rather than "I hope to" statements.
- Post-Secondary Goals must be "reasonable" expectations.
- Goals must be updated annually.
- Whenever possible, students should actually compose these statements.
- Examples:
  - After graduation, I will be a heavy equipment operator and run my own business.
  - Though her exact career plans are still unclear, Jennifer will enroll in Lake Superior Community College to get her Associates Degree.
  - Rob will live in a group home with three other adult clients and supported assistance.

### **Courses of Study**

- The purpose of identifying course work is to insure that the student is making adequate progress toward graduation and that the courses the student takes match their future choices and prepares them for life after graduation.
- All courses for a given year can be recorded on the same line of SpedForms.
- At a minimum, you need to project one year beyond the IEP meeting date. In other words, list course work from IEP meeting date to meeting date. This generally covers two academic school years.
- Due to a number of issues, this projection may well end up being incorrect. You do not need to go back into the IEP and make corrections until the next annual meeting.
- Include your instruction time (Transition 1, Basic Life Skill II, Reading Instruction, Functional Math III) as courses.
- Each year, record the number of credits the student has accumulated and discuss and record the anticipated graduation date.

### **Transition Services**

*The complete definition of "Transition Services" is about a half a page long, but in essence, is defined as a coordinated set of activities, based on student needs, preferences and interests, which promote the students' successful movement toward attaining their post-secondary measureable goals.*

- This section is about activities and instruction that the team feels would assist the student in reaching post high school goals.

- It is a listing of instruction and activity that are typically not offered though general education but that are transition focused.
- Your (sped) instruction must be listed, most commonly under the service of *Instruction*.
- Instruction (knowledge gain or skill development) is always the school's responsibility.
- "No needs at this time" is an acceptable comment in transition areas where no needs have been identified.
- Activities can be assigned to appropriate people...other agencies, parents, school, or student.
  - Service Examples: (*Instruction*)
    - Improve reading skills
    - Develop organization skills
    - Improve social skills
  - (*Community Experience*):
    - Volunteer at the animal shelter
    - Register to vote
    - Acquire a state ID
  - (*Related Services*):
    - Improve speech articulation
    - Acquire a county case manager
    - Meet with rehab services counselor
  - (*Development of Employment.....objectives*):
    - Participate in Work Based Learning Program
    - Attend Mentoring Day
    - Take a basic work safety class
  - (...*daily living skills and.....*):
    - Develop a personal fitness routine
    - Access Courage Center skiing group
    - Improve cooking skills.

## **Transfer of Rights at Age of Majority**

- *Record the date (generally the IEP meeting date) on which this information was related to the student and parents. It needs to occur during the IEP year in which the student turns 17.*
- *It is recommended that the Age of Majority issue be introduced at every 10<sup>th</sup> grade IEP meeting and reviewed as necessary in subsequent annual meetings.*
- *There is an informational sheet on the case manager's responsibilities in this matter on our website.*

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