

PURPOSE: The purpose of transition planning is to develop a coordinated set of activities designed within a results-oriented process that is focused on improving the academic achievement and functional performance of the student in order to facilitate the student's movement from school to post-school activities, including postsecondary education/training, employment, and if appropriate, independent living skills.

Secondary Transition

Student Jason Patterson Student # 49 Grade 1 Age 6 y 9 m
 IEP Case Manager: John Newhoff Special Ed Teacher _____ Projected Graduation : _____

Student participated in IEP meeting? <input type="checkbox"/> Yes <input type="checkbox"/> No	If no, what steps were taken to ensure that the student's preferences/interests were considered?	POINTS TO CONSIDER: <ul style="list-style-type: none"> • Secondary transition must be addressed in the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually. • Measurable postsecondary goals, based upon age-appropriate transition assessment results, must be included in the areas of education/training, employment, and (if appropriate) independent living skills. • Transition services should be based on the individual student's needs, taking into account the student's preferences and interests, and may include instruction, related services, community experiences, the development of employment and other postschool adult living objectives, and if appropriate, the acquisition of daily living skills and provision of a functional vocational evaluation.
AGE APPROPRIATE TRANSITION ASSESSMENTS (include results of informal and/or formal assessments including student's needs, preferences, and interests): <input type="checkbox"/> Surveys/questionnaires <input type="checkbox"/> Vocational assessment(s) <input type="checkbox"/> Profiles/portfolios <input type="checkbox"/> Other		
EDUCATION/TRAINING (Required to be addressed for all students)		
Measurable Postsecondary Goal(s) <i>(What the student will do after graduation from high school in the area of education/training)</i>		
Transition Services <i>(list Transition Services related to Education/Training, including IEP goal number(s) if applicable)</i>		
Transition Service	Staff/Agency Responsible	IEP Goal #

EMPLOYMENT (Required to be addressed for all students)			POINTS TO CONSIDER (continued): <ul style="list-style-type: none"> • Transition services may be special education, if provided as specially designed instruction or related services, if required to assist the student in benefitting from special education. • Representatives of any agencies that are likely to be responsible for providing or paying for transition services to the student should be invited to the IEP meeting, with parent consent.
Measurable Postsecondary Goal(s) (What the student will do after graduation from high school in the area of employment)			
Transition Services (list Transition Services related to Education/Training, including IEP goal number(s) if applicable)			
Transition Service	Staff/Agency Responsible	IEP Goal #	
INDEPENDENT LIVING SKILLS (Must be addressed if determined appropriate by the IEP Team)			POINTS TO CONSIDER (continued): <ul style="list-style-type: none"> • Independent living skills are “those skills or tasks that contribute to the successful independent functioning of an individual in adulthood” (Cronin, 1996) in the following domains: leisure/recreation, home maintenance and personal care, and community participation.
Measurable Postsecondary Goal(s) (What the student will do after graduation from high school in the area of living skills)			
Transition Services (list Transition Services related to Education/Training, including IEP goal number(s) if applicable)			
Transition Service	Staff/Agency Responsible	IEP Goal #	
COURSE(S) OF STUDY (list the course(s) of study needed to assist the student in reaching his/her postsecondary goals, unless already described above, or attach a list of courses)			POINTS TO CONSIDER <ul style="list-style-type: none"> • A course of study is “a multi-year description of coursework to achieve the student’s desired post-school goals, from the student’s current to anticipated exit year.” (NSTTAC, 2007).