

General Information	Transition planning and related goals and objectives are an integral part of the IEP beginning at the annual review following a student's 15th birthday, or earlier if determined appropriate by the PPT, and <u>annually</u> thereafter. If the student has not reached the age of 15 and transition planning is not required or appropriate at this time, check the box for not applicable. If this is either the first IEP to be in effect when the student turns 16 (or younger if transition planning is needed) or the student is 16 or older and transition planning is required, check the second box.
Student Preferences/Interests	Item 2 is included to ensure that students are actively involved in planning for their secondary program as it relates to postsecondary education or training, employment and independent living (which incorporates community participation). Personal interviews, informal/formal assessment, comments at PPT meetings and functional vocational assessments are necessary to identify student interests/preferences as they relate to IEP transition planning. In the space following Item 2a, please indicate whether the student was invited to attend her/his PPT meeting. After Item 2b, please indicate if the student DID attend her/his PPT meeting. These two items will be collected as new transition data points in SEDAC. In the space following "Other" in Item 2c, the team should document the activities undertaken including, but not limited to, career exploration activities, job shadowing, situational assessments, and parent interviews, that were used to identify preferences/interests as they relate to transition planning. After Item 2d a brief summary of the student's interests and preferences should be provided.
Age-Appropriate Transition Assessment	Item 3 is included to ensure that a student's interests, preferences, strengths and needs are assessed on an on-going basis and the results are used to develop and identify appropriate, measurable annual IEP goals with short-term objectives and transition services. After Item 3, please indicate the name(s) and date(s) of any age-appropriate transition assessments administered since the last PPT meeting. Results from these assessments may be recorded as present levels of performance on pages 4 and 5 of the current IEP and should be used to develop Post-School Outcome Goal Statements and annual IEP goals and objectives.
Agency Participation	Item 4 is included to provide evidence that the PPT has <u>considered</u> whether a representative of an outside agency/service is appropriate to be invited to participate in the transition planning and development of transition goals and services in a student's IEP (e.g., <i>postsecondary education, vocational education, integrated employment [including supported employment], adult services, independent living, community participation</i>). This ensures that the transition planning is comprehensive and well coordinated. After Item 4a, please check "YES" if any representatives from outside agencies were invited to attend the PPT meeting and written consent was obtained from the parent/guardian or student (if over 18). Please note that an outside agency representative may NOT attend a PPT meeting without written permission. If the response is "NO," specify the reason for not inviting any outside agency representative. <u>You MUST choose from the following choices for a "NO" response:</u> 1.) No, not appropriate to invite a representative from an outside agency; 2.) No, written consent to invite a representative was not provided - (inviting an outside agency may be appropriate but written consent was not granted); or 3.) No, no outside agency was invited. (This was not done by the district.) Item 4c provides a place for the PPT to describe any services or linkages that participating agencies have agreed to provide.
Post-School Outcome Goal Statement(s) and Transition Services	Item 5 provides the team with key transition information related to a student's projected postsecondary goals as required by the IDEA (i.e., postsecondary education <i>or</i> training, employment and if determined appropriate by the PPT, independent living/community participation). In Connecticut's IEP, the "postsecondary goals" required by the IDEA are called Post-School Outcome Goal Statements.

Beginning not later than the first IEP to be in effect when the student turns 16 or younger if determined appropriate by the PPT, EVERY student who has an IEP MUST have at least **two** Post-School Outcome Goal Statements and annual goals with short-term objectives: One Post-School Outcome Goal Statement and annual goal with short-term objectives must be related to postsecondary education or training and a second Post-School Outcome Goal Statement and annual goal with short-term objectives must be related to employment. If independent living is determined by the PPT to be an appropriate postsecondary goal area for a student, he/she must also have a Post-School Outcome Goal Statement and annual goal with short-term objectives related to independent living.

Post-School Outcome Goal Statements (PSOGS) must be written as measurable statements that are generally understood to refer to those goals that a student hopes to achieve after leaving secondary school (IDEA 2004 Part B Regulations, 34 C.F.R. §300.320(b)). Each PSOGS must include a phrase such as “After graduation,” or “Upon exiting high school”. A Post-School Outcome Goal Statement does NOT include the *process* of pursuing or moving toward a desired outcome. For example, “After high school John will explore attending a four-year college” is NOT an appropriate PSOGS because “exploring” is a process and cannot be measured as completed or not completed. “John will attend a competitive four-year college after graduating from high school” is a good example of a PSOGS that deals with postsecondary education or training. Additional examples of postsecondary goals/PSOGS may be found in the Indicator 13 training section of the National Secondary Transition Technical Assistance Center (NSTTAC) website: <http://www.nsttac.org/content/nsttac-indicator-13-checklist-form-b-enhanced-professional-development%20>.

For each PSOGS that is written in Items 5a, 5b, and 5c, there must be at least one annual goal with short-term objectives written on a goal page (page 7) of the student’s IEP. The checkbox underneath that Item (5a, 5b, and 5c) must also be checked. Beginning with the October 2009 SEDAC data collection, all students whose IEP will be in effect when they turn 16 (or younger if determined appropriate by the PPT) must have at least **two** annual goals and related objectives in the area of transition: one annual goal related to the PSOGS about postsecondary education or training **AND** a second annual goal related to the PSOGS about employment. The student might also have at least one annual goal with short-term objectives related to the PSOGS about independent living if determined appropriate by the PPT.

All items on page 6 of the IEP must be completed at the Annual Review when the student is 15-years-old so that it is in place on his/her 16th birthday (or younger if the PPT determined that transition services are needed prior to age 16). Every IEP that includes transition goals and objectives is considered to be a “Transition IEP” and all items in the IEP must contribute to helping a student move toward meeting his/her postsecondary goals (i.e., Post-School Outcome Goal Statements).

Course of Study

All items on page 6 address the requirements that for **all** students receiving special education and related services, the IEP developed at the annual review following their 15th birthday and all subsequent IEPs **MUST** reflect consideration of the need for transition services. The IEP must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to postsecondary education or training, employment, and, if appropriate, independent living skills. For some students, specific skills training may not be needed in the area of *Independent Living* that now incorporates *Community Participation*. When appropriate, a student’s program should include both instruction (school-based activities) and community experiences (community-based activities).

Item 6 provides information regarding how a student’s course of study is related to her/his postsecondary goals and Post-School Outcome Goal Statements. Check the first box in Item 6 if a student is currently in a course of study (including general education activities) that is needed to assist the student in reaching his/her transition goals and includes classes that are contributing credits necessary for the student to obtain a high school diploma. **Elaborate on the specifics of the course of study as it relates to the student’s Post-School Outcome Goal Statements, annual goals and related transition services.** If a student has completed academic requirements and has amassed sufficient credits to obtain a high school diploma, has no academic course of study and is only working on IEP annual goals with short-term objectives related to secondary transition, check the second box in Item 6.

NOTE: Such students may also have functional academic goals as part of their transition planning.

Transfer of Rights

IDEA requires that at least one year prior to reaching age 18, the student be informed of her/his rights under IDEA that will transfer to her/him at age 18.

Summary of Performance

The *Summary of Performance* must be completed for a student whose eligibility under special education will terminate the following year due to graduation with a regular education diploma or due to exceeding the age of eligibility. The team must identify and record the date by which the *Summary of Performance* will be completed in the following year. The *Summary of Performance* must be reviewed with the student and parent/guardian, but does not need to be addressed in a formal PPT meeting.