Transition Plan Reference Sheet/ Checklist

o **Administer age-appropriate transition assessments related to student interests, preferences, needs and aptitudes.**
o **Interview student to identify desired measurable post-secondary goals.**
o **Relate interview, assessments and PLAAFP to measurable post-secondary goals in Employment, Education/Training, and Independent Living.**
> These goals are what the STUDENT wants to do AFTER high school. These are based on student desires and age-appropriate TRANSITION ASSESSMENTS. Work with student to identify reasonable/ realistic goals based on their desires.

On IEP document (pg. 1 of IEP):
Desired Measurable Post-Secondary Goals –
> *GOAL*: Begins with "After high school," "Upon graduation," or the like for each area
> *BASELINE*: Summarizes where the student is now in each area based on age-appropriate transition assessments
> *SOURCE*: Lists the transition assessment, student name, etc.

*Secondary Transition Checklist   **NEW***
New section due to these items being reported on Indicator 13 to the Alaska Department of Education and Early Development and to the US Dept. of Ed. Office of Special Ed. Programs (OSEP)
> *Answer YES to all questions to avoid errors as all are REQUIRED for each transition-aged student

○ **Plan for IEP meeting.**
> Determine with parents and student which agencies need to be invited to the IEP meeting.
> In 11th grade, DVR should be invited; therefore the IEP conducted no later than 10th grade should consider whether the student should apply to DVR. Best practice – team discusses when student turns 16.

○ **Team to determine what needs and activities are required to lead up to post-school goals.**
On IEP document (pg 2 & 3 of IEP):
Statement of Needed Transition Services matrix (description by column) –
Needs & Activities – What the student needs to complete DURING high school to reasonably reach desired post-secondary goals
> REQUIRED AREAS: Instruction, Community Experiences/Recreation/Leisure, Employment, Related Services, Adult Living & Post-School Activities
>> IF student does not currently receive related services, state that under the column titled "Needs & Activities" and "KPBSD will continue to monitor need through high school." under Agency & Responsibilities. The other columns are left blank. Transportation needs should be listed here if student receives sped bussing.
> "WHEN APPROPRIATE" AREAS: Daily Living Skills and Functional Vocational Assessment
>> If these areas are not appropriate to the student's needs, in the first column, write a statement that the team and/or transition assessments determined that the student is age-appropriate at this time. The other columns are left blank.

Agencies/ Responsibilities – Includes who will do what to help meet the need or necessary activity for the student
Contact/Starting Date – Who will be contacting the responsible agency and intended date of contact. Consider this the "when this need will begin and who will let the right people know" column
Provider & Payer – May include KPBSD or parents. This column can only include other agencies (such as DVR) IF the agency participated in the IEP (with parent consent).

Courses of Study –
Includes all classes to be taken by the student in his/her four (or more) years of high school. Indicator 13 includes an item that requires the course of study to reasonably enable the student to meet the post-secondary goals, so be certain that the course of study is aligned with the student's goals, needs and activities.

○ **Write the annual IEP goals.**
> There must be an annual IEP goal related to each of the measurable post-secondary goals for the student.

In the sped database:
> A checkbox has been added to the goal section of the IEP. Each goal that is related to a measurable post-secondary goal in the transition plan must be checked.