

# *Transition Requirements Reference Guide*

*When planning for your IEP's keep the following hints handy:*

## *The IEP Invitation-(County sample invitation letter is on the CCRESA website under transition services)*

1. When addressing the invitation, write the parents' or guardians' names **and the student's name**.  
Ex. Dear Mr. and Mrs. John Smith and Sally,
2. At the secondary level, Age 16+, ✓ **transition planning** on the invitation. [If the student will turn 16 DURING the IEP, the Statement of Needed Transition Services (p3a) MUST be addressed. See attached ideas.]
3. On the invitation, invited persons should be identified by agency and job title. (ex Michele Bashore, CCRESA, Transition Coordinator)
4. Consent for inviting agency- if it is an initial/30 day or move in send out the parental consent form prior to inviting an outside agency. (this form can be accessed on the CCRESA website)

## *Planning for the IEP-*

1. **TPI** – Two of the three forms (school, home, and student) need to be completed prior to the IEP.
2. **Summary of Performance (SOP)** – This needs to be completed for **any exiting** student. The latest TPI should be reviewed to assist in the completion of the SOP. The teacher and student perspective need to be completed as well as demographic information to assist in the completion of SPP #14 post school survey.

## *Documentation on the IEP-*

### 1. **PLAAFP-**

Be sure to include the student's current level of **functional performance** based on the completion of the transition assessment. Remember to indicate the following:

- The name of the assessment that was used (TPI- school, student and/or home version, modified version for student's with significant disabilities, Informal Inventory in TPI manual, Teacher Observation etc)
- The date the assessment was given and/or reviewed and revised
- Be sure to link this section to the student's post-school vision and needed transition goals and/or services to be described on p3a or the goals page.

### 2. **Inviting a Community Agency-**

If the agency representative does not attend the IEP, please **do NOT** write them in as the Responsible Agency/Person.

Under the additional steps section- Document if the student already has an open case with an agency, and/or the activities that have taken place to connect a student with needed agency representatives. (ex. Billy has met with Mrs. Miller, has an open case and is working on a plan for employment for after graduation, or Billy and/or guardians have received information on CMH or MRS and understand the steps needed to work with the agency.

If you anticipate agency services for the next IEP year, be sure to get signed consent. This may be done by adding a statement in this section and having the student and guardian sign showing that they agree to the agency being invited.

### 3. **Course of Study-**

The EDP should be a tool used for transition considerations. Coordinate with the student, counselor and/or caseload teacher to bring the student's EDP to the IEP meeting. Discuss how the EDP relates to the statement of transition service needs and that the courses will be meaningful to the student's future and motivate them to complete his or her education.

Under the Courses of Study box you need to document that the EDP was discussed as it relates to transition planning. You can document this where it asks you to describe how the course of study aligns with the student's post-secondary goals.

Do not attach the EDP to the IEP. If attached, it becomes part of the IEP and any changes to the EDP will result in needing to reconvene the IEP.

## *At the Conclusion of the IEP-*

1. Please attach a copy of the invitation to each IEP (School, Parent, CCRESA).
2. Place original and copies of TPI's, SOP's, EDP & exit information and any other information used in preparation of the IEP in appropriate files (may differ by LEA, etc. CA60, admin file, counselor file, caseload teacher file etc.)

***Below are SAMPLES of statements which could be used in the  
“Statement of Needed Transition Services” (p 3a).***

If student is independent in the area, please  $\checkmark$  Considered, None Needed and include a statement explaining that the student is independent/no services are needed in this area.

Consider using terms like: explore, investigate, consider, probe, look into, check into, examine.

<b>Statement of Needed Transition Activities/Services-Related to Student PLAAFP</b>	<b>Assessment</b>	<b>Responsible Agency/Person</b>	<b>Timeline (optional)</b>
<b>Adult Living</b> -ex. Register to vote, register for selective service, take a driver's education class, obtain driver's license, open a bank account, plan vacation or extracurricular activities, contact Social Security, learn about consumer skills, investigate housing options, continue to live with parents until graduation, learn simple house maintenance, learn about buying a car, file taxes, save money to buy a car	Documentation regarding completion of activity.	Family/ Student's name	Specific date, 2006-2007 school yr <b>OR</b> On going
<b>Daily Living Skills</b> -ex. Learn home safety, take a foods course, schedule and keep medical appointments, investigate the cost of utilities and insurance, learn to use the washer and dryer, learn to use transportation available, compare costs of items, manage a daily planner, increase healthy habits / exercise, buy clothing using a budget, responsibility to take own medication, learn to care for children, dress according to the weather report, pack school lunch, learn to spell personal information, learn home phone number	Documentation regarding completion of activity	Family/ Student's name	Specific date, 2006-2007 school yr <b>OR</b> On going
<b>Functional Vocational Evaluation</b> - Completed Transition Planning Inventory (TPI) for 9 <sup>th</sup> grades and reviewed and revised annually. Referral to CCRES for Vocational Assessment prior to placement in Community Work Experience Program	Documentation regarding completion of activity	Student LEA CCRESA	Specific date, 2006-2007 school yr <b>OR</b> On going
<b>Employment</b> -ex. Prepare a cover letter and resume, memorize your social security number, investigate a summer job, plan a job interview, continue working at _____, explore after school opportunities, take a babysitter's course, contact a military recruiter, meet with an adult in the field of _____.	Documentation regarding completion of activity	Family/ Student's name	Specific date, 2006-2007 school yr <b>OR</b> On going
<b>Related Services</b> - ex. Will investigate counseling at outside agency, (10 <sup>th</sup> – 12 <sup>th</sup> grade only) will explore MRS case opening, case open with MRS	Documentation regarding completion of activity	Family/ Student's name	Specific date, 2006-2007 school yr <b>OR</b> On going
<b>Further Education</b> - ex. Follow Career Pathway: _____, continue with academics at _____, investigate vocational programs at Baker, investigate apprenticeship programs, explore local high school vocational programs: _____, explore hunter safety classes, explore Red Cross classes, look into adult education, explore Pathways program, Develop EDP, visit college campuses and meet with student services, look into taking the GED, attend financial aid seminars, complete college	Documentation regarding completion of activity	Family/ Student's name	Specific date, 2006-2007 school yr <b>OR</b> On going

applications, participate in FFA teams.			
<b>Community Experiences-ex.</b> Join a church or participate in church activities, join the YMCA, visit the library, join a local theater group, get involved with the Mint Festival activities, continue with 4-H or Scouts, investigate the Explorers program, learn to ride a bike or roller blades, visit a courtroom while in session, call and arrange a trip on SATA, join an environmental group.	Documentation regarding completion of activity	Family/ Student's name	Specific date, 2006-2007 school yr <b>OR</b> On going
Other-			