

Writing Compliant and Comprehensive Transition Plans

Where Do We Begin?

Transition should be considered an **outcome-oriented process**. This means that the process first identifies future-oriented visions and life goals of your adolescent and then provides needed instruction or services to fulfill those goals. The process begins with identifying life goals developed by a "transition team" ideally involving school and community professionals and you and your adolescent. The plan then identifies services which assist your adolescent in living successfully in the community. The transition process should include ways to facilitate overall adult adjustment by addressing family, emotional, social and daily living issues as well as educational and vocational programming. The final step in the plan involves developing transition goals and action statements written into the IEP.

LIFE GOALS

Long Range Vision
Career/Job
Living Accommodations
Transportation
Personal Goals: Marriage, Family, and Children

IDENTIFY SERVICES

Instruction
Accommodations
Course Selection
Training
Assistive Devices

DEVELOP A PLAN

Transition Goals
(Goals must include the areas of Employment, Education/Training, and Independent Living)
Action Statements
IEP Objectives

Assessing to Identify Transition Goals and Needed Services--See information in the "Assessments" Tab

1. When writing Transition Plans, students must be assessed with age-appropriate assessments. Please keep in mind that not all of our Freshman students are 14-15 years old and using assessments geared to this age level is not appropriate for someone who is 16-18. In order to help expedite this process, there are a variety of resources available to you that are designed to address Employment, Education/Training and Independent Living.
 - a. Transition Assessment Portfolio- a complete guide to student assessments at each grade level and for each of the three Transition areas--Employment, Education/Training, and Independent Living.
 - b. Student Transition Interview, MAP, Person Centered Planning--one of these assessments needs to be conducted annually for each student.
 - c. Assessments Folder in Google Drive- an overwhelming array of assessments for a variety of grade and ability levels. If you do not see this folder in your "Shared with me" section of Drive, please contact Randi Riemann at randi.riemann@midstatespec.org.

Assessments must be updated annually and PRIOR to an IEP meeting.

2. Use the information from the assessments to identify needed goals and services to continue developing the student's transition plan. Complete the Age-Appropriate Transition Assessments section on the Transition Services page of the IEP using this assessment information. ***Dates are critical, please always list month day, and year.***

Age-Appropriate Transition Assessments

Transition Assessments (Including student and family survey/interview)	Assessment Type	Responsible Agency / Person	Date Conducted
Employment	<i>Student transition interview; Job Readiness checklist</i>	<i>Teacher, Transition Specialist</i>	<i>10/22/2018</i>
Education	<i>Student Transition interview, Learning Styles</i>	<i>Teacher, Transition Specialist</i>	<i>10/22/2018</i>
Training	<i>Student transition interview; Values Inventory</i>	<i>Teacher, Transition Specialist</i>	<i>10/22/2018</i>
Independent Living Skills	<i>Transition Interview, Self- Determination Check List</i>	<i>Teacher, Transition Specialist</i>	<i>10/22/2018</i>

Writing Transition Goals-- See information in the "Sample Goals" tab

Transition goals must be updated annually and must include the three areas of transition:

Employment, Education/Training, and Independent Living

- Goals will also need to be age appropriate and really focus on developing and improving the student's knowledge and skills of being a more prepared job seeker, employee, post-secondary student, and someone who can live independently.
- Goals will also need to be correlated to Common Core Standards or State Learning Standards. Using the sample goals that have been developed, you will see that they are correlated to Common Core Standards and/or State Social Studies and Social Emotional Learning Standards. Power IEP provides a built in goal data base that helps to simplify this process.
- Example goals at each grade level can be found in the Sample Transition Plans and Goals folder of Google Drive and a sample is provided in this manual. Again, if you do not see this folder in your "Shared with me" section of Drive, please contact me.

Present Level of Performance

Develop a present level of performance statement that addresses all 3 areas of transition and copy/paste into each of the present levels boxes on these goals pages. Also please include this statement on the main Present Levels of Education Performance page under the Functional Performance section.

Goal #: 3 **Goal Type:** *Transition- Education/Training*

Goal Area: ☒ Functional ☒ Transition: Education, Training

Method of Parent Notification: ☒ Progress Report

Title(s) of Goal Implementor(s): ☒ Special Education Teacher ☒ *Transition Specialist*

Present Level of Academic Achievement and Functional Performance related to the goal:

Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.

Transition 2019- Lizzie is a Junior and continuing to explore some of the options available to her. She plans to attend college after high school. Her career focus is to become a teacher either music, history, or speech. Lizzie is very involved in her high school clubs and organizations and enjoys the school environment. She has some preliminary information about available training programs and will need to look at these programs more closely so that she can meet all entrance requirements. Lizzie would like to live independently when he is able to advocate and support herself. She completed the Values Inventory and Thinking About Education and Training Options assessments and it is very clear that Lizzie has put a lot of thought into her future and that she would rather do something that she truly enjoys and can make a difference in.

Core Standards: CCSS.ELA-Literacy.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Goal Statement:

With 100% completion by November 2019, Lizzie will complete benchmark activities listed below to develop knowledge and skills to determine the best training option to meet her needs and wants as she pursues a career as a music teacher.

Benchmark(s) or Short-Term Objective(s)

The goals and short-term objectives or benchmarks shall meet the student's educational needs that result from the student's disability, including involvement in and progress in the general curriculum, or for preschool students, participation in appropriate activities, and shall reflect consideration of the State Goals and Illinois Learning Standards.

Benchmark or Short-Term Objective:

- A. *With 100% completion by November 2019, Lizzie will have submitted an application for admission to a college of her choice and looked at accommodations offered to a student with an IEP.*

Criteria for Mastery: ☒ Completion

Evaluation Procedure: ☒ Observation ☒ Documentation

Schedule for Determining Progress: Semester

Completing the Transition Services page(s)- See information in the “Transition Services” tab

1. Post-Secondary Outcomes- must be “will” statements and include “Upon completion of high school, Student will...”
2. Post-Secondary Service codes are services that the student will likely need AFTER high school graduation. Please refer to the chart in the Transition Services tab when selecting these codes.
3. Use the Post Secondary Training box if the student is planning to pursue on the job training and not education. General recommendation is to write a will statement to cover both areas and copy/paste into both boxes. When doing this, make sure to choose the same post-secondary codes for Education and Training.

Post-Secondary Outcomes (address by age 14 1/2)

Indicate and project the desired appropriate measurable post-secondary outcomes/goals as identified by the student, parent and IEP team. Goals are based upon age appropriate transition assessments related to employment, education and/or training, and independent living skills.

Employment (e.g., competitive, supported shelter, non-paid employment as a volunteer or training capacity, military): **AND** Services

<i>Upon completion of high school and post-secondary training, Lizzie will be employed as a school music teacher.</i>	<u>02 Counseling and Guidance</u> <u>03 Vocational and Other Training Services</u> <u>26 Competitive Employment without Support</u>
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Post-Secondary Education (e.g., community college, 4-year university, technical/vocational/trade school): **AND/OR** Services

<i>Upon completion of high school, Lizzie will enroll in formal post-secondary training to work towards a career as a school music teacher.</i>	<u>02 Counseling and Guidance</u> <u>03 Vocational and Other Training Services</u> <u>19 Post-secondary Education/Training Supports</u>
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Post-Secondary Training (e.g., vocational and career field, vocational training program, independent living skills training, apprenticeship, OJT, job corps): **AND** Services

<i>Upon completion of high school, Lizzie will enroll in formal post-secondary training to work towards a career as a school music teacher.</i>	<u>02 Counseling and Guidance</u> <u>03 Vocational and Other Training Services</u> <u>19 Post-secondary Education/Training Supports</u>
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Independent Living (e.g., independent living, health/safety, self-advocacy/future planning, transportation/mobility, social relationships, recreation/leisure, financial/income needs)

<i>Upon completion of high school, Lizzie will be an advocate for herself and live independently.</i>	<u>02 Counseling and Guidance</u> <u>22 Other</u>
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3. Course of Study- a complete course of study must be included from the date of the IEP meeting through anticipated graduation from high school.

- a. This must be correlated to the student’s current career interest area as closely school curriculum will allow. (If your school does not offer specific curriculum in a career area, please make a small note of that in the “Extended” column if not being used. If not available, this statement can also be included in the Additional Notes section of the IEP).
- b. If more room is needed for course of study, there is an additional chart under the Custom Forms. It is titled *Trans-Extended Course of Study*. Continue with the needed courses and then upload to the student’s file in Power IEP.
- c. Make sure to include the school years somewhere in this section to help streamline and align these courses.

COURSE OF STUDY (address by age 14 1/2)

Identify a course of study that is a long-range educational plan or multi-year description of the educational program that directly relates to the student's anticipated post-school goals, preferences and interests as described above.

Year 1	Year 2	Year 3	Year 4	Extended
English 1	English 2	English 3	English 4	
Algebra 1	Geometry	Algebra 2	Accounting	
Earth Science	Biology 1	Biology 2	Chemistry	
PE	PE	PE	PE	
Intro to Ag	Ag Science	Ag Mechanics	Graphic Design	
Resource	Computer Concepts	Welding 1/2	Welding 3/4	
Civics	World History	US History	Govt/Resource Management	
2015-2016	2016-2017	2017-2018	2018-2019	

4. Transition Services and Supports must be considered for all students.

- The only service area that is not required in this section is the Related Services section. However if a student has a related service listed on the Ed Services/Placement page (Speech, OT, PT, Social Work minutes, BIP), then these services must be listed in this section.
- Name of Provider will always be District Staff as this will also include any outside agencies that will be working with the student as an extension of district services.
- Date/Year to be addressed should be listed as "Prior to anticipated grad. in May (year)."

Transition Services (address by age 14 1/2)

Please include, if appropriate, needed linkages for outside agencies, e.g., DMH, DRS, DSCC, PAS, SASS, SSI, WIC, DHFS, etc.) If none, indicate "none".

INSTRUCTION (e.g., tutoring, skills training, prep for college entrance exam, accommodations, adult basic ed.)

Continue utilizing accommodations provided in this IEP. Determine courses that are needed in high school for graduation and meeting career interest area Assistance preparing for College Placement exams. Complete and submit college/training applications Participate in peer tutoring or after-school homework help as needed Identify Special Needs office at college/training program of choice

Provider Agency and Position: District Staff

Goal #(s) if Applicable: _____

Date/Year to be Addressed: Continuous through anticipated graduation

Date/Year Completed: Prior to Graduation in 2020

RELATED SERVICES (e.g., transportation, social services, medical services, technology, support services)

NA

Provider Agency and Position: NA

Goal #(s) if Applicable: _____

Date/Year to be Addressed: _____

Date/Year Completed: _____

COMMUNITY EXPERIENCES (e.g., job shadow, work experiences, banking, shopping, transportation, tours of post-secondary settings)

Can participate in job shadowing Junior and Senior years if interested/eligible

Music and Sports activities

Continue participating in family outings

Will have the opportunity to participate in Senior

Conference during fall semester of Sr. year

Serves at the Miss Post 905 for her community

Achieved Student of the Month

1st and 2nd place ratings in choir competitions

Homecoming attendant

Member of Student Council

Provider Agency and Position: District Staff, Family

Goal #(s) if Applicable: _____

Date/Year to be Addressed: Continuous through anticipated graduation

Date/Year Completed: Prior to Graduation in 2020

DEVELOPMENT OF EMPLOYMENT AND OTHER POST-SCHOOL ADULT LIVING OBJECTIVES (e.g., career planning, guidance counseling, job try-outs, register to vote, adult benefits planning)

Will be provided with information on registering with Selective Services when he turns 18.
Will be provided with information for enrolling with DRS during Junior and/or Senior years
Will work with guidance counselor and transition specialist to complete college entrance requirements.
Will have access to assistance to complete FAFSA

Provider Agency and Position: District staff, Family

Goal #(s) if Applicable: _____

Date/Year to be Addressed: Continuous through anticipated graduation

Date/Year Completed: Prior to Graduation in 2020

APPROPRIATE ACQUISITION OF DAILY LIVING SKILLS AND/OR FUNCTIONAL VOCATIONAL EVALUATION (e.g., self-care, home repair, home health, money, independent living, job and career interests, aptitudes and skills)

Financial Curriculum in Resource Management Class and Senior Binder Project. Continue assisting with chores at home

Provider Agency and Position: District staff, Family

Goal #(s) if Applicable: _____

Date/Year to be Addressed: Continuous through anticipated graduation

Date/Year Completed: Prior to Graduation in 2020

5. Linkages to After Graduation Supports and Services

- a. Make sure to include that linkages (and be specific if possible) will be made prior to anticipated graduation.
- b. Also include the cease of services statement

LINKAGES TO AFTER GRADUATION SUPPORTS/SERVICES (e.g., DRS, DMH, DSCC, PAS, SASS, SSI, WIC, DHFS, CILs)

Lizzie will be provided with information for DRS during Junior and Senior year IEP meetings (if not prior to that).
Can also visit with various college and trade school reps as they visit the high school to learn more about programs offered.

Provider Agency and Position: District staff, Family

Goal #(s) if Applicable: _____

Date/Year to be Addressed: Continuous through anticipated graduation

Date/Year Completed: prior to anticipated grad. in May 2020

DRS Counselor--Suellen Morgan 217-782-7825 or suellen.s.morgan@illinois.gov

Upon completion of high school, all services from Mid-State Special Education will cease. Services may be needed from appropriate community resource agencies.

6. Home Based Services-- this section is for Life Skills/Community Based Instruction student only. The majority of teachers will check No in this section. Should you need to mark Yes, use the appropriate verbiage and make sure that the Transition Specialist is aware of this so that proper documentation can be provided to the family.

HOME-BASED SUPPORT SERVICES PROGRAM	
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
The student has a developmental disability and may become eligible for the program after reaching age 18 and when no longer receiving special education services. If yes, complete the following statements:	
Plans for determining the student's eligibility for home-based services: <i>If No- nothing is required in these boxes. If yes, then add something like the following statement: Student and parents have been provided with a Transition to Adulthood packet with information for available services and agencies. Recommend maintaining contact with Transition Specialist to secure services for the student.</i>	
Plans for enrolling the student in the program of home-based services: <i>If No- nothing is required in these boxes. If yes, then add something like the following statement: Student and parents have been provided with a Transition to Adulthood packet with information for available services and agencies. Recommend maintaining contact with Transition Specialist to secure services for the student.</i>	
Plans for developing a plan for the student's most effective use of home-based services after reaching age 18 and when no longer receiving special education services: <i>If No- nothing is required in these boxes. If yes, then add something like the following statement: Student and parents have been provided with a Transition to Adulthood packet with information for available services and agencies. Recommend maintaining contact with Transition Specialist to secure services for the student.</i>	

Indicator 13 Information

This is probably the easiest part of the IEP--everything is marked YES!

The only exception to watch on this is for #8 and this is concerning the Consent for Outside Agency. This section can be marked Yes, No, No if there are no agencies needed at this time. If an outside Agency is needed and listed on the Notice of Conference, then this section should be marked No, Yes, Yes.

If marking YES on #8s and 8t--you MUST have the following:

1. Signed parent consent on file and it must not be over 1 calendar year old at the time of the IEP meeting. Consent forms can be found under the Notice and Consent heading on the left side of Power IEP. A sample is included in this manual.
2. Include the name of the representative and agency on the Notice of Conference

And last, but never least---

Notice of Conference

The student must be added to all Notices of Conference at age 14 ½ when transition planning is discussed. This applies to almost every IEP meeting that could probably come up, so make sure the student is added!

Review and Compliance

When you have completed an IEP, please submit through Embrace or send an email with the student's name and request to review to the appropriate Program Coordinator and Transition Specialist for the Student's home district. This is for compliance review prior to the IEP meeting and is becoming more and more critical as we are faced with a variety of Audits and Compliance checks each year.