



Transition IEPs

A Transition IEP must be in place by the student's 16th birthday. However, you can start a Transition IEP as early as you choose. Just keep in mind that once you start a Transition IEP, you cannot go back to a regular IEP.

The student must be invited to the IEP meeting. Do this by going into AIM and inviting that student using the IEP meeting notice. However, I would really like to see that the student is attending that IEP meeting.

The Transition IEP is a coordinated set of activities. What this means is from the time you ask the student what they want to do after they graduate from high school, to the time that the IEP is signed, it is a set of puzzle pieces that fit together to prepare that student for what they want to do after high school.

Transition Services

Student's Desired Post-School Activities

The student's desired post-school activities are based on the student's preferences and interests. They are dreams and aspirations held by the student and may not be the same as the desired goals or visions held by the educational professionals. The desired post-school activities are what the student wants to do after high school. This is where you document what that young adult wants to do.

Do they want to be a doctor, a chef, a cop, an artist, a hairdresser, military person, or professional slacker? Do they want to live at home with their parents, with their friends, or

Plan Outline mtlEP20 Individualized Education Plan Enrollment Information Student Information Guardian Information Strengths/Concerns/Interests Consideration of Special Factors Transition Services Postsecondary Goals Course of Study Transition Services Needed Transfer of Rights High School Graduation PLAAFPs/MAGs Progress Report Frequency Special Education Services Related Services Least Restrictive Environment Statewide Assessments Districtwide Assessments Supp. Aids and Services Extended School Year Need for Reevaluation Access. and Responsibilities Meeting Participants IEP Approval Prior Written Notice IEP Notes	Transition Services Student's Desired Post-School Activities (In the areas of postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation): <input type="checkbox"/> Ned would like to go to MSU and get his degree in computer science or engineering. Results of Age-Appropriate Transition Assessments. Training: <input type="checkbox"/> Sept 2020 Practice ASVAB - Ned scored 80% or above on Arithmetic Reasoning, Mechanical Comprehension, Math Knowledge, Assembling Objects. Electronics and Auto & Shop. He scored 60% on Word Knowledge. This shows he has strengths towards engineering and computer science. Education: <input type="checkbox"/> From Ned's CBA 9/2/20 - Ned could graduate for high school with distinction because of his talents in Math and science. Ned is an honors student when it comes to these areas earning high A's. Ned has a more difficult time with reading and written expression. He tends to get in the lower C's sometimes a D in English class. He does get better grade in his other classes because he is so determined. Ned is very intelligent and uses it to his advantage. Employment: <input type="checkbox"/> Humanmetrics Personality Test (Sept 20) Ned is an INTJ (Introvert, iNtuitive, Thinking, Judging). The career fields that were suggested for this type of personality are social sciences, management and technical sciences such as computer science and engineering. This means Ned's interests align with the type of personality that came back for him with this assessment. Where appropriate, Independent Living Skills: <input type="checkbox"/> NA
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independently? Parents can often sometimes give input, but it is not the parent's choice to decide what that student wants to do after high school.

These wants and desires drive the IEP. So, this is what's going to tell us how we're going to provide those services for the student's IEP.

This is not the place where we document the age-appropriate transition assessments that were given to the student. You could have found this information when giving the student age appropriate transition assessments, but we are not going to document the assessment here.

Transition Services Student's Desired Post-School Activities (In the areas of postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation): <input type="checkbox"/> Sunny want to work in a bakery or coffee shop. She also want live with her best friend Martha in an apartment. Results of Age-Appropriate Transition Assessments. Training: <input type="checkbox"/> According to the Secondary Transition Assessment Visual Helper when Sunny filled out in August 2020 on the job sample application section of the assessment she was able to complete her information for name without assistance and was able to complete job preferences with assistance. However, she did not now how to complete education and work experience, these are skills she will need to acquire. Education: <input type="checkbox"/> According to Sunny last CBA from teachers dated 5/18/20, she is able to read and understand text at the second and third grade level with 87% accuracy. She can identify coins and currency and is able to make change with 53% accuracy. She is receiving passing grades in all her classes. She comes to class on time and prepared. She is a joy to have in class with her bubbly personality. Staff and students are drawn to her compassion and warmth. Employment: <input type="checkbox"/> According to the Student Employee Evaluation that is completed by Sunny's GFPS staff, on August 2019 and May 2020, Sunny delivers newspapers to classrooms where there are subscriptions. When classes are in session, Sunny goes in quietly and places the paper in it's designated slot. When the teacher is alone in the classroom and not busy, Sunny often exchanges pleasantries with the teacher. In reviewing the evaluations from August to May, you can see that Sunny has become more sure of her surroundings and confident in her abilities. Where appropriate, Independent Living Skills: <input type="checkbox"/> Sunny's parent filled out the GFPS Life Skills Inventory Aug 2020. Sunny is about to perform most of her own personal hygiene activities on her own. She does like to have her mom fix her hair. Sunny can unload the dishwasher, put her clothes away and help her mom with dusting and sweeping. She is also learning to cook more at home. <input type="checkbox"/> Results of age-appropriate transition assessments attached

Age-Appropriate Transition Assessments

Age appropriate transition assessments need to be completed in the areas of training, education, employment, and if appropriate, for that student, independent living skills. Please keep in mind you need to do age appropriate transition assessments every year. You can do them formally or informally. Formal assessments are like the Montana Career Information System, the ASVAB, the ACT, the personal preference indicator and so on. Informal assessments can be an interview with the student. You just need to make sure that you document the name of the

assessments and give the results of those assessments. I would also like to see the date that you gave those assessments. It is OK to give the same assessment to the student each year, but you must include the date and the results of that assessment.

A very important thing about age appropriate transition assessments is it provides key information for educational and transition planning for that student. They are the building blocks for the IEP. These are also going to help you write the measurable, post-secondary goals for that student.

There are no set assessments suggested by the OPI. Districts are free to choose which assessments they want to give students.