

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

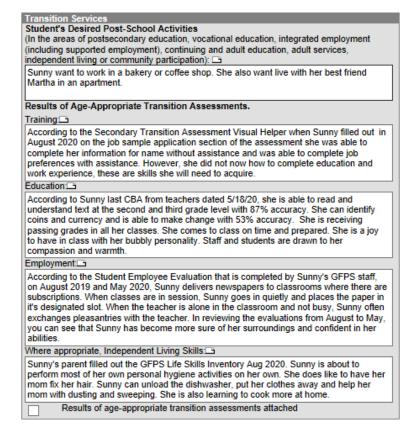
Plan Outline mtIEP20	Transition Services	indepe
Individualized Education Plan	Student's Desired Post-School Activities (In the areas of postsecondary education, vocational education, integrated employment	can oft
Student Information	(including supported employment), contraining and adult services, independent living or community participation):	give in
Guardian Information Strengths/Concerns/Interests	Ned would like to go to MSU and get his degree in computer science or engineering.	the par
Consideration of Special Factors Transition Services		· ·
Postsecondary Goals	Results of Age-Appropriate Transition Assessments. Training:	decide
Course of Study Transition Services Needed	Sept 2020 Practice ASVAB - Ned scored 80% or above on Arithmetic Reasoning, Mechanical Comprehension, Math Knowledge, Assembling Objects, Electronics and Auto	studen
Transfer of Rights High School Graduation	& Shop. He scored 60% on Word Knowledge. This shows he has strengths towards engineering and computer science.	after hi
PLAAFPs/MAGs	Education:	
Progress Report Frequency Special Education Services Related Services	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	These
Least Restrictive Environment Statewide Assessments	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.	desires
Districtwide Assessments Supp. Aids and Services	Employment:	So, this
Extended School Year Need for Reevaluation	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.	to tell u
Access. and Responsibilities Meeting Participants	This means Ned's interests align with the type of personality that came back for him with this assessment.	going t
IEP Approval Prior Written Notice	Where appropriate, Independent Living Skills	service
IEP Notes	INA	studen

ndependently? 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.



<u>Age-Appropriate Transition</u> 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.