Student Transition Planning Folder
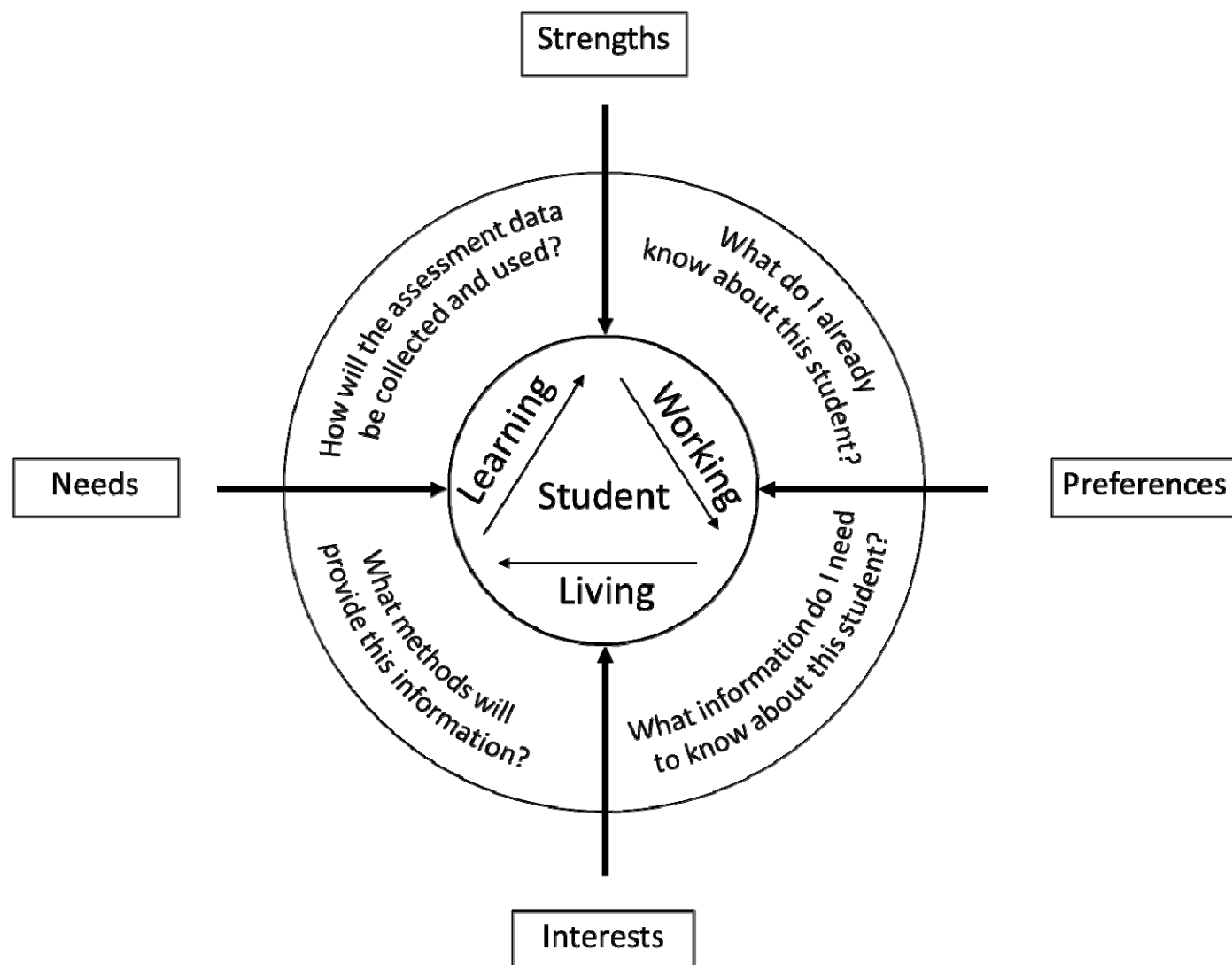
Student's Name _____   Date _____

Measurable Postschool Goal: Education/Training		Measurable Postschool Goal: Employment		Measurable Postschool Goal: Independent Living	

Postschool Area	School Year _____	School Year _____	School Year _____	School Year _____	School Year _____	Graduation Year _____
Measurable Postschool Goal: Education/Training **Education** – community or technical colleges (2 year); College/University (4-year); Compensatory or continuing education **Training** – a program leading to a high school completion document or certificate (e.g., Adult Basic education, GED); a short-term employment training program (apprenticeship, vocational technical school that is less than 2 years, on-the-job training, job corps, workforce development)						
Measurable Postschool Goal: Employment **Competitive employment** is work (a) in the competitive labor market that is performed on a full or part-time basis in an integrated setting, and (b) is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled. **Supported employment** is competitive work in integrated work settings who because of the nature and severity of their disability, need intensive supported employment services						
Measurable Postschool Goal: Independent Living **Independent Living or Life Skills** are those skills or tasks that contribute to the successful independent functioning of an individual in adulthood" (Cronin, 1996) in the following domains: leisure/recreation, maintain home and personal care, and community participation						

Framework for Transition Assessment and Planning Process

The framework for the transition assessment and planning process uses 4 key questions (Sitlington & Clark, 2006) to learn about a student's strengths, preferences, interests and needs as they relate to each of the measurable postschool goals. It is an ongoing process used to *validate* existing information and data; help a student *explore* a variety of options and opportunities for future goals and continue to *identify* strengths, preferences, interests, and needs. The framework will allow students, schools and families to *build upon* information gathered over the years to determine priorities and pace of the student's high school program. Its aim is to *focus or narrow* a student's postschool goals or outcomes to better advance his or her vision for the future.

Strengths

Needs

Preferences

How will the assessment data be collected and used?

What do I already know about this student?

What methods will provide this information?

What information do I need to know about this student?

Learning

Working

Student

Living

Interests

Student Transition Planning Folder

This folder is designed to assist school personnel, students and families to manage the multi-year transition process as required by Indiana's special education rules, Article 7 (511 IAC 7-32 through 47). The Transition IEP must be in place when a student turns 14 years of age. Students must be invited to the Transition IEP meetings and encouraged to be actively participating and involved throughout the transition process. Information documented in the folder will help the Case Conference Committee collect and manage transition assessments, services and activities for an individual student. As graduation or exit from high school nears, the folder may be given to the student and family along with the Summary of Performance to assist with accessing and meeting eligibility requirements for future settings.

Always remember . . . at the onset of the Transition IEP planning process or age 14, the measurable postsecondary goals, transition assessments, services and activities will be broader or less specific as the student explores a variety of options and opportunities for his or her future. As the student nears graduation or exiting high school, the Transition IEP should be more focused with details and specificity as to his or her future goals and plans after high school.

What's Inside the Folder?

Measurable Postsecondary Goals: At the top of the chart after the student's name, there are 3 areas to record each student's postsecondary goals for education/training, employment, and independent living. This becomes the students' vision for the future or life after high school. Space has been provided to update and revise each of the postsecondary goals as needed.

Definitions: The first column on the left side of the chart identifies and defines each of the measurable postsecondary goal areas.

Target Years/Graduation or Exit Year: There are 6 columns across the folder representing each target school year. The first decision is to estimate when the student will be graduating or exiting high school. A number of factors must be considered including completing graduation requirements, passing end of course assessments, and gaining the skills and experiences needed to achieve his or her postsecondary goals. The target graduation/exit date may need to be reviewed and adjusted yearly. Using the columns as a timeline, write in the school years. Begin with the current school year on the left through the school year the student plans to graduate.

Open Box: Use each box to document the assessment(s), service (s), or activity (ies) implemented. Bullet the key information about the student's strengths, preferences, interests and needs as they relate to each of the measurable postsecondary goals.

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