

Transition IEP Meeting Agenda

For all students beginning at the age of 14, or younger if appropriate, transition services must always be discussed in every IEP meeting. The IEP team must address items 1-4 specified below. If the student turns 14 during this IEP term, a statement of transition services must be in place by the student's 14th birthday.

For all students beginning at the age of 16, or younger if appropriate, transition services must always be discussed in every IEP meeting, involving every item listed below. If the student turns 16 during this IEP term, the statement of needed transition services must be in place by the student's 16th birthday.

1. Welcome/Introductions.

2. Discuss and identify the student's post-school desired goals or vision based upon individual preferences and interests in the following areas:

- ❖ Employment
- ❖ Community participation and mobility
- ❖ Recreation and leisure
- ❖ Postsecondary training and other learning opportunities
- ❖ Independent living

3. Discuss the student's present level of educational performance in each of the areas above. Identify the following:

- ❖ Where the student is functioning in relation to where he/she wants to go and what he/she wants to do beyond secondary schooling.
- ❖ Student strengths as well as relevant deficits or weaknesses

4. Develop a statement of transition service needs. Design a "course of study" that satisfies the following:

- ❖ Is a long-range educational plan or multi-year description of the educational program
- ❖ **Is meaningful** to the student's future and will **motivate** him/her to complete school
- ❖ Directly relates to the student's anticipated post-school goals and the student's preferences and interests

5. Develop a statement of needed transition services. Design a coordinated set of strategies/activities that incorporates the following:

- ❖ Includes interagency linkages and responsibilities
- ❖ Identifies agencies/persons that will provide and/or pay for services
- ❖ Directly relates to the student's anticipated post-school goals and the student's interests and preferences
- ❖ Promotes movement from school to post-school goals
- ❖ Considers the following:
 - Instruction
 - Community experience
 - Employment
 - Related services
 - Adult Living
 - Post-school training
 - Daily living, if appropriate
 - Functional vocational evaluation, if appropriate

6. Develop IEP goals and short-term objectives for special education services

*For students who are 17, or who are turning 17 in this IEP term, discuss transfer of rights at the age of majority.