



### The Transition Plan: Preparing for the FUTURE

#### Does your student's Transition Plan include...

- Every Special Education student must have a transition plan in place before his or her 16th birthday.
- Transition planning includes assessments related to training, education, employment, and where appropriate, independent living skills.
- Transition services are a set of activities that are coordinated with each other and improve the academics and functioning of your teen in preparation for leaving high school.
- The plan should focus on preparing your teen for further education, employment, and/or independent living.
- The plan must address your teen's needs, strengths and interests.
- Transition activities include instruction, community experience, resume planning, and adult living skills. It may also include a vocation/career evaluation or other services relate to jobs.
- The Transition Plan must have specific, measurable goals, just like the rest of the IEP.

#### Your teen's IEP should indicate one of two options for high school:

- Graduating with a diploma after completing all diploma requirements. Algebra I is a requirement for a diploma. Special Education services will then end at graduation.
- Receiving a certificate of completion. This means completing a course of study specific for that student. With a certificate, a student then may take other post-secondary courses through the semester they turn 22. They are also eligible to participate in graduation activities.

These two options should be discussed beginning in middle school. For some students a decision to earn a diploma will be made later in high school.

#### What you can do:

- Support your teen as they learn about agencies that may serve them.
- See what your teen may need in order to meet with people in interest areas.
- Encourage your teen to be his or her own advocate. Moving into adulthood is a big step for everyone, and may be even bigger for teens with special needs. They can do it and so can you!

The contents of this resource were developed under a grant from the U.S. Department of Education, #H328M200055. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

