Individualized Education Program Post-Secondary Transition Plan Template

**Student Name**:       **IEP Meeting Date**:

**Current Grade Level**:       **Expected Date of Graduation**:

**Student Invitation** (*Indicator 13 Element #1*)

Evidence the student was invited to the IEP meeting and date of invitation:

Outside Agencies (*Indicator 13 Element #2*) 34 CFR 300.320(b)(3) and 300.622(a)

*Outside agencies such as Vocational Rehabilitation (VR) can continue to support the student after they graduate with regard to employment or post-secondary education however, they must be enrolled in VR. If not already enrolled in VR services by grade 12, the student should enroll in order to receive continuing supports related to employment and post-secondary education. It is critical that these key connections are made prior to graduation by inviting the proper outside agencies to the IEP meeting that addresses the transition plan. Examples of other agencies who the IEP team may choose to invite include VT Developmental Disabilities Services, Department for Children and Families, Department of Labor, VT Student Assistance Corp.*

Identify evidence that outside agencies were invited (with parental consent) and date of invitation:      

Describe the Coordinated Interagency Linkages and Responsibilities including pre-employment transition services (services provided or paid for from another agency):

Assessment Summary for Transition Services Planning*(Indicator 13 Element #3) 34 CFR 300.320(b)(1)-(2)*

*Transition Assessments are an ongoing process of collecting data on the individual’s strengths, needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP).*

*Examples of transition assessments: see the* *[VT AOE website under Secondary Transition](https://education.vermont.gov/student-support/vermont-special-education/resources-for-special-educators-and-administrators" \l "secondary-transition)*.

*It is recommended that a cumulative record of assessments be maintained.*

|  |  |  |
| --- | --- | --- |
| Date | Transition Assessment Tool | Summary of Results |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1. Strengths of the student as indicated by formal or informal transition assessments:
2. Needs of the student as indicated by formal or informal transition assessments:
3. Preferences of the student as indicated by formal or informal transition assessments:
4. Interests of the student as indicated by formal or informal transition assessments:

Post-Secondary Goals*(Indicator 13 Element #4)*  34 CFR 300 43 and 300.320(b)

1. **Education and Training (REQUIRED):**

Within one year of graduation,      (student name) will       (goal)

1. **Employment (REQUIRED):**

Within one year of graduation,       (student name) will       (goal)

1. **Independent Living** (When appropriate):

Within one year of graduation,       (student name) will       (goal)

**Annual Goal(s) for Education and Training (Required):**      

Progress Review Date:       Progress Review Date:       Progress Review Date:

**Annual Goal(s) for Employment (Required):**      

Progress Review Date:       Progress Review Date:       Progress Review Date:

**Annual Goal(s) Independent Living (***if there is a Post-Secondary)* **goal:**      

Progress Review Date:       Progress Review Date:       Progress Review Date:

Are postsecondary goals updated annually?*(Indicator 13 Element #6)*

Yes  No

**Transition Services** *(Indicator 13 Element #7) 34 CFR 300.320(b)(2) and 300.43(a)*

*It is recommended that a cumulative record of transition services be maintained.*

*Describe the transition services for each domain below. Transition services enable and promote the student’s progress toward meeting annual and post-secondary goals. List the transition services your school is providing during the current IEP to help the student meet their post-secondary goals. Common examples include: job coaching, career exploration services, transportation training.* *See the* [*VT Indicator 13 Technical Assistance Sheet*](https://education.vermont.gov/documents/edu-vt-indicator-13-technical-assistance-sheet) *for more examples.*

Transition Services for Education and Training (Required):

**Position Responsible:**       Start Date:       End Date:

Transition Services for Employment (Required):

**Position Responsible:**       Start Date:       End Date:

Transition Services for Independent Living (Required):

**Position Responsible:**       Start Date:       End Date:

Course of Study*(Indicator 13 Element #8): 34 CFR 300.320(b)(2)*

*A description or narrative of coursework necessary to achieve the student’s desired post-secondary goals, from the student’s current to anticipated exit year. If the student ever moves this helps the new school implement appropriate courses.*

|  |  |  |
| --- | --- | --- |
| School Year | Grade Level | Courses to be takenAt least one course must be included to help reach post-secondary goals |
|  | **Grade 9** |  |
|  | **Grade 10** |  |
|  | **Grade 11** |  |
|  | **Grade 12** |  |

If the student will be reaching age 17 during the duration of this IEP, he/she and their parents must have been notified, in writing, that parental rights will transfer to the student upon reaching the age of 18.

Yes

If not completed in writing, please specific how they were notified: