

Questions for the IEP Team

- How can I help my student develop realistic goals?
- How will the IEP team work with me to identify my student's interests, needs, and strengths?
- What are post secondary outcomes and how will the transition team identify my student's outcomes?
- How will my student select high school courses which will assist them in achieving their post secondary outcomes?
- What documentation should I gather to support my student's access to post-secondary options?
- What strategies can be used at home to encourage maximum independence at school, work, and the community?
- What options are available if my student does not want to attend a four-year college?
- Who are the local agencies that could assist with my student's transition plan?
- What services should we start thinking about to meet our student's needs?

Entitlement

While in high school, students with an IEP are **entitled** to a free appropriate public education (FAPE) designed to meet their unique needs identified by the IEP team. Students do not need to apply for services.

Eligibility

Outside of the school system, applicants are required to meet certain requirements in order to be **eligible** for services. Four year colleges, trade schools, vocational training programs, and agencies require sufficient and specific documentation of a disability in order to determine eligibility for services.



Department of Diverse Learners

Developed by District Transition Team

April, 2011



*Building Bright
Futures*

Transition



Department

of

Student Success

Transition

Why is Transition Planning Important?

Transition is the successful movement from schools to a productive adult life. Effective transition planning consists of coordinated activities, instruction and linkages that provide students a plan for their future in:

Further education

Employment

Adult Living Skills

When Does Transition Planning Begin?

In the state of Colorado, transition planning must be included in the IEP (Individual Education Plan) for every student receiving special education services, beginning no later than the age of 15 or by the end of 9th grade, which ever comes first.



Who is Involved in Transition Planning?

Student and Family Members

Teachers, Counselors, & Related Service Providers

Agency Representatives

Anyone invited by the family who can contribute to the student's plan for the future



What is Family's Role in Transition Planning?



Providers of Unique Information

Parents provide valuable information about their student's traits, interests, and abilities. As partners in transition planning, parents can identify goals, learning needs, and challenges that may impact their student's future success.

Advocates

Parents who are aware of the total picture of their child's transition plan are able to help keep track of important documentation and deadlines.

Development of self-determination/self-advocacy skills will support a student's ability to achieve their goals, to ask for necessary accommodations, and to be successful adults.