**Required elements to be completed on the Massachusetts Transition Planning Form (TPF)(28M/9) and the IEP**

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<th>Massachusetts Transition Planning Form (TPF)(28M/9)</th>
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<td>Both sides of the TPF are completed.</td>
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Reflecting the student’s preferences and interests, the student’s Vision is expressed as postsecondary goals [i.e., those goals that a student hopes to achieve after leaving secondary school]:
- at least one postsecondary goal in the area of education/training
- at least one postsecondary goal in the area of employment
- if appropriate, one postsecondary goal in the area of independent living

Postsecondary goals are appropriate, measurable, annually updated, and based upon age-appropriate transition assessment.

Postsecondary goals, developed during the team discussion of the TPF, were written on the TPF and then transferred to the IEP.

Under Disability-Related Needs, the Team has listed individual disability-related skills that require IEP goals in order for the student to achieve his/her postsecondary goals.

There is evidence that each transition domain (Instruction, Employment, and Community Experiences/Post School Adult Living) on the Action Plan was considered by the IEP Team.

The Action Plan outlines “the skills the student needs to develop and the courses, training, and activities in which the student will participate” in order to achieve the postsecondary Vision.

The Action Plan indicates how special education/general education, family members, adult service providers or others in the community will help the student develop the necessary skills.

The Action Plan indicates who will help the student develop the necessary skills.

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Vision statement on the IEP corresponds to the Vision statement on the TPF.

**Note:** IDEA requires that postsecondary goals (articulated in the Vision statement) on the IEP:
- be appropriate.
- be measurable (i.e., countable).
- be annually updated.
- be based upon age-appropriate transition assessment.
- express the student's future intentions in each of the areas of education/training, employment, and - if appropriate - independent living.

There is evidence of age-appropriate Transition assessment in Student Strengths and Key Evaluation Results Summary (IEP1), Other Educational Needs/Age-Specific Considerations (IEP3), and/or State or District-Wide Assessment (IEP7).

There is a clear and direct link between the student's annual IEP goals and:
- his/her postsecondary goals (articulated in the Vision statement).
- his/her disability-related needs (articulated in the TPF, Student Strengths and Key Evaluation Results Summary, PLEP and/or Current Performance Levels).

Transition services, including service delivery and course of study, will reasonably enable student to meet his/her postsecondary goals.

IEP includes “transition to post-school activities including community experiences, employment objectives, other post school adult living and, if appropriate, daily living skills.” [see IEP3]

IEP page 8 includes:
- anticipated graduation date.
- a statement of interagency responsibilities or needed linkages, if appropriate.
- documentation that the discussion of transfer of rights has occurred at least one year before age of majority.
- recommendation for Chapter 688 Referral.

IEP documents efforts to obtain participation if a parent and if student did not attend TPF/IEP meeting or provide input [see IEP 8].

The Specific Goal Focus targets priority skill building needs that clearly align with or support the postsecondary goals included in the Vision statement. [Note: “Transition” is too broad to be a “Specific Goal Focus” on IEP page 4.]