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

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| **Massachusetts Transition Planning Form (TPF)( 28M/9)** |
| Both sides of the TPF are completed. |
| 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
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| 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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| **IEP** |
| 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.
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| 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).
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| 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.
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| 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.] |