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**Required Transition Planning elements to be completed on the Massachusetts IEP**

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| **IEP** |
| Vision statement on the IEP is completed (page 1)Note: IDEA requires that postsecondary goals (articulated in the Vision statement) are included in the IEPStudent’s Vision/Postsecondary Goals (required for ages 14–22, may be completed earlier if appropriate) The Vision statement should:* 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 Present Levels of Academic Achievement and Functional Performance: Academics, Behavioral/ Social/ Emotional, Communication, Additional Areas, State And Or Districtwide Assessment/Alternate Assessment |
| 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 Current Performance Levels).
* Post-Secondary Transition Planning (beginning on page 7)
* Community and Interagency Connections (page8) if applicable
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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.” |
| IEP includes:* anticipated graduation date. (Projected date of graduation/program completion)
* a statement of interagency responsibilities or needed linkages, if appropriate. (COMMUNITY AND INTERAGENCY CONNECTIONS)
* documentation that the discussion of transfer of rights has occurred at least one year before age of majority. (TRANSFER OF RIGHTS TO STUDENT)
* (DECISION-MAKING OPTIONS FOR STUDENT)
* recommendation for Chapter 688 Referral. (TRANSITION TO ADULT SERVICE AGENCY OR AGENCIES—688 REFERRAL)
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| IEP documents efforts to obtain participation if a parent and if student did not attend IEP meeting or provide input. (ADDITIONAL INFORMATION page 16 or N1) |
| 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” in the IEP.] The identified areas of postsecondary transition should be addressed in the IEP. |