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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 IEP  Student’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. |
| 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 |
| 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) |
| 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. |