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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 |
| 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. |
| 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.] |