

Age 14

or younger if needed

Age 15 and 16

Age 17

Age 18

continue until student exits school or reaches age 22

Conduct age appropriate transition assessment related to training, education, employment, and, where appropriate, independent living skills to develop measureable postsecondary goals.

Provide students the opportunity to learn self-determination skills.

Conduct person-centered planning with student, family, and friends.

Student and parent are invited to IEP meeting. If student attends, prepare student to participate. If student does not attend, ensure that student's interests are known.

Use transition assessment to develop the Transition Planning Form (TPF) required by the Massachusetts Department of Elementary and Secondary Education (www.doe.mass.edu/sped/links/transition.html) to:

- *Develop post-secondary vision based on student needs, preferences, and interests.*
- *Identify disability related needs around individual's goals and preferences.*
- *Develop action plan based on desired outcomes in adult living, postsecondary education, and employment.*

Integrate transition needs and activities into IEP goals, objectives/benchmarks, and services if appropriate for the student.

Student/parent provide written consent to invite outside agencies to IEP meeting.

Reconvene IEP team if an agency contacted by LEA is unable to meet the transition objectives for the student in the IEP. Identify alternate strategies to meet transition needs.

Take into account that all IEPs subsequent to the one developed when the student is 14 years old must reflect the student's needs to address issues related to his/her disability in the area of transition.

Update the transition assessment based on the youth's current preferences and needs.

Use the transition assessment and input from the team to update the TPF.

Submit a Chapter 688 referral, if the student is likely to require services from an adult service agency. The referral must be made at least two years before the student is expected to graduate from school or turn 22 years of age.

Apply all transition requirements for age 14 to ages 15 & 16.

Give notice to the student and parent regarding the Transfer of Parental Rights the year before the student reaches the age of majority: age 18.

Take into account that all IEPs subsequent to the one developed when the student is 14 years old must reflect the student's needs to address issues related to his/her disability in the area of transition.

Update transition assessment including the student centered plan based on the youth's current preferences and needs.

Use the current transition assessment and input from the team to update the TPF.

Submit a Chapter 688 referral, if the student is likely to require services from an adult service agency. The referral must be made at least two years before the student is expected to graduate from school or turn 22 years of age.

Apply all transition requirements for age 14 to ages 15 & 16.

Confirm that a Transfer of parental rights has occurred, or a formal Guardianship process has been completed.

Apply all transition requirements for ages 14 through 17 to age 18. Acknowledge that the student now has the legal authority to act as an independent adult (unless a formal Guardianship process has been completed).

Promote student rights in the special education process and in relation to transition requirements. Continue until:

- *The student is determined to be no longer eligible for special education, or-*
- *The student graduates from school with a regular high school diploma or turns 22, whichever occurs first.*

Provide the student with a summary of the student's academic achievement and functional performance, which includes recommendations on how to assist the student in meeting her/his desired postsecondary outcomes.