During grade 9, the IEP (Individualized Education Program) plan must address the student’s needs for transition from secondary services to post-secondary education and training, employment and independent living (community participation, recreation and leisure and home living). In developing the plan, districts must inform parents of the full range of transitional goals and related services that should be considered. The plan must include a statement of the needed transition services, including a statement of the interagency responsibilities or linkages or both before secondary services are concluded [Minnesota Statute 125A.08(b)(1)].

Transition services are a coordinated set of activities for a student with a disability that are:

- Designed as a results-oriented process focused on improving the academic and functional achievement of the student with a disability to facilitate the student’s movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation

- Based on the individual student’s needs, taking into account the student’s strengths, preferences and interests and includes:
  - Instruction
  - Related services
  - Community experiences
  - The development of employment and other post-school adult living objectives; and
  - If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation

Transition services for students with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a student with a disability to benefit from special education (Federal Statute Sec. 300.43 Transition Services).

The IEP must include:

- Measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills (some common assessments are the Brigance Life Skills Inventory, Enderle-Severson Transition Rating Scale and Ansell Casey Life Skills assessment).

- The transition services (including courses of study) needed to assist the child in reaching those goals (Federal Statute Sec. 300.320 Definition of individualized education program, (7)(b)(1)(2)).

For further information or advocacy services, contact The Arc Greater Twin Cities at 952-920-0855 or visit www.arcgreatertwincities.org. Thank you!

This document is not legal advice, and should not be construed as such. Thus, no information herein should replace the sound advice of an attorney.
Arc Guide to Transition Services

What does that mean? What is important for transition? What is the focus?

Transition services:
- Are for students receiving special education and related services in grade 9 through high school graduation.
- Are designed to prepare students for life after high school.
- Help the student move from the education world to the adult world by connecting the student to post-school experiences, supports and services.
- Do not replace special education and related services based on other identified needs including academic, communication, etc.

Transition planning
- Involves the student. If the student does not attend the IEP meeting, his/her information must be obtained through another method.
- Begins with an assessment of current needs and skills.
- Is based on the student’s present level of educational and functional performance.
- Includes writing goals to support future plans.
- Requires careful consideration of student and family preferences.
- Includes measurable postsecondary goals in these areas:
  - Post-secondary education and training
  - Employment
  - Independent living (which may include recreation/leisure, community participation and home living)
- Includes documentation of courses of study in the Individualized Education Program (IEP).
- Includes documentation of transition services which could be or are provided by other agencies such as vocational rehabilitation, employers, and county case management (prior written consent must be obtained from the parent - or the student if he/she is their own guardian at 18 - before inviting others to the meeting).
- Vocational rehabilitation (VR) counselors are assigned to every Minnesota high school. The Arc recommends that transition age students connect with the VR counselor, apply for services and invite the VR counselor to IEP meetings.

Additional Transition Evaluation
For each pupil, the district shall conduct an evaluation of secondary transition needs and plan appropriate services to meet the pupil’s transition needs. The areas of evaluation and planning must be relevant to the pupil’s needs and may include work, recreation and leisure,
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home living, community participation, and postsecondary training and learning opportunities. To appropriately evaluate and plan for a pupil's secondary transition, additional IEP team members may be necessary and may include vocational education staff members and other community agency representatives as appropriate (Minnesota Rule 3525.2900, Subp. 4A).

Secondary transition evaluation results must be documented as part of an evaluation report. Current and secondary transition needs, goals, and instructional and related services to meet the pupil's secondary transition needs must be considered by the team with annual needs, goals, objectives, and services documented on the pupil's IEP (Minnesota Rules 3525.2900, Subp. 4B).

The following Arc Guides provide additional information

- Arc Guide to Individualized Education Programs
- Arc Guide to Graduation for Students Receiving Special Education
- Arc Guide to County Case Management
- Arc Guide to Choosing Guardianship and/or Conservatorship
- Arc Guide to Extended School Year Services

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