

Student ID:

FTE Number:

Student Testing ID:

Date of Birth:

Secondary Transition

I. Documentation of Transition Assessments

Are the postsecondary goals based upon age-appropriate formal and informal transition assessments? Yes No

If yes, identify these assessments in the Present Level of Academic Achievement and Functional Performance or indicate which age-appropriate transition assessments were conducted for development of measurable postsecondary goals and transition activities, as well as the date they were conducted:

Formal and Informal Assessments (list name of assessment and date administered):	

II. Transition Goals

Post Secondary Education

Describe how the student's courses of study support attainment of this postsecondary goal:

Activities

Agency Name:

Phone Number:

Responsibilities/Linkages:

Post Secondary Training

Describe how the student's courses of study support attainment of this postsecondary goal:

Activities

Agency Name:

Phone Number:

Responsibilities/Linkages:

Employment

Student ID:

FTE Number:

Student Testing ID:

Date of Birth:

Secondary Transition

Describe how the student's courses of study support attainment of this postsecondary goal:

Activities

Agency Name:

Phone Number:

Responsibilities/Linkages:

Independent Living

Describe how the student's courses of study support attainment of this postsecondary goal:

Activities

Agency Name:

Phone Number:

Responsibilities/Linkages:

III. Transition Details

Student ID:
FTE Number:
Student Testing ID:
Date of Birth:

Diploma and Transition Status

Student's Name: _____ Date: _____

Student ID Number: _____

DIPLOMA STATUS: Discuss atleast annually, more often as appropriate. This student is a candidate for a(n):

- | | |
|--|--|
| <input type="checkbox"/> Advanced Studies Diploma | <input type="checkbox"/> Advanced Technical Diploma |
| <input type="checkbox"/> Certificate of Program Completion | <input type="checkbox"/> GAD (General Achievement Diploma) |
| <input type="checkbox"/> GED Certificate (General Education Development) | <input type="checkbox"/> Modified Standard Diploma |
| <input type="checkbox"/> Not Discussed | <input type="checkbox"/> Special Diploma |
| <input type="checkbox"/> Standard Diploma | <input type="checkbox"/> Technical Diploma |

Projected Graduation/Exit Date: _____

Comments:

Is the student projected to graduate/exit school this year? ___ **No** ___ **Yes**
If yes, inform the student and parents that a Summary of Performance will be provided prior to graduating/exiting school.

* The IEP team and the student, where appropriate, may select the Modified Standard Diploma option at any point after the student's eighth grade year. When selecting the Modified Standard Diploma, it is essential to consider the student's need for occupational readiness upon school completion, including consideration of courses to prepare the student as a career and technical education program completer. (Use of local courses of study planning guide that includes the graduation requirements is recommended.)

Note: Special education and related services end upon receiving an Advanced Studies Diploma, Advanced Technical Diploma, Standard Diploma, or Technical Diploma. If the student receives a Modified Standard Diploma, Special Diploma, Certificate of Program Completion, a GAD or a GED Certificate, the student remains entitled to a free appropriate public education through age 21.

Summary of Performance

Will the student be graduating with a Standard, Technical, or higher level diploma or exceeding the age of eligibility this year?
___ **No** ___ **Yes**

If yes, a Summary of Performance must be provided to the student prior to graduating or exceeding the age of eligibility.

Interagency Release of Information Form

Is there a current signed (by parent or adult student) release of confidential information on file with the school?
___ **No** ___ **Yes**

If no, discuss form for transition planning with student and family.