

## Illinois State Board of Education (ISBE) Required Elements for Transition Plans

1. Any student 14 ½ and older who transfers into the district must have a Transition Plan. If one is available from the previous district, please check to see that it meets Indicator 13 using the *ISBE Indicator 13 Rubric-Revised*. If the IEP does not meet Indicator 13, please do the following by **Revising the IEP**:
  - a. Administer student age appropriate assessments to identify career interests, skill level, etc. and update the “Present Levels of Academic Achievement and Functional Performance” page to document the strengths and needs identified by the age appropriate assessments.
  - b. Complete the Transition Plan.
  - c. Write annual transition goals.
2. On the Transition Plan under age appropriate assessments, you must list the following for employment, education **or** training **and** independent living:
  - a. Assessment type (the assessments help to determine the skills and services the students will need to make progress toward their post-secondary outcomes. The age-appropriate assessment and results must be documented in the present levels section of the IEP).
  - b. Responsible agency/person
  - c. Date conducted (ex. Month, day, year)
  - d. Report attached (indicate the location of the report)
  - e. Goal # (not required)
3. Post secondary outcomes/goals must indicate the action that will occur after the student leaves high school (career name, program training type, job student will be working at, etc.) The word “will” **must** be used when writing post-secondary outcomes/goals.

Examples:

Jane **will** work as a hairstylist after graduating from a cosmetology program.  
Upon Graduation, Jane **will** attend Capri College of Cosmetology.
4. Only write a post-secondary outcome/goal for each area for which an assessment was listed. If you didn’t list an assessment for training, don’t write a post secondary outcome/goal for it.
5. The course of study must show a minimum of current year to anticipated year of graduation. Also, identify the name of the electives; don’t just write “electives”.
6. “Transition Services” listed on page 2 of the transition plan need to be aligned with the “Post-Secondary Services Needed Upon High School Graduation” listed on the “Illinois State Performance Plan Indicator 13 Checklist-Revised” form.
7. Not every transition service/activity identified will require an annual goal. However, there must be at least one annual goal for each of the areas that tie back to the transition services that are developed in relation to the post-secondary outcomes/goals.
8. Answer the home-based support services question.
9. Before an outside agency representative can be invited to the student’s IEP meeting, the parent must provide written consent using the “Consent for Agency/Agencies Invitation to Transition Meeting” (“Transition Consent in EmbraceIEP). If the student is 18 years or older and is able to make educational decisions, he/she must provide written consent using the same form. This permission is valid for one year. In most cases, an agency representative will be invited during the student’s sophomore or junior year.

10. Please remember to invite the student to the IEP meeting. Put the student's name on the Dear \_\_\_\_\_ line of the Parent Notification of Conference if 18 or older. If the student is under 18 then list the student's name in the Invited section.