

**There's a world of opportunity out there... if you dream and prepare!**



Transition planning varies among students, because each student has unique needs, strengths, interests and preferences. Students and families are vital to the transition planning process — you contribute the most important voices.

As key members of the transition planning team, you and your son or daughter will help the team identify:

- a vision for the future,
- the school courses to take,
- employment options and experiences,
- extracurricular activities to participate in,
- different community experiences, and
- possible community agencies

—all to help your son or daughter achieve the vision for the future.

**Remember, it's never too early to start helping your child prepare for a successful future.**



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**For additional information about your child's transition, please contact:**

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**Worried about what path your child will take after high school?**



**Transition Planning can help you with the answers...**

**Do you have questions** about how your child will live, work, have friends and have a good life ?



Transition services are offered to help students and families establish a vision for the future concerning where students will live and work, and how they will participate in their community.

**Students, families, schools and community agencies work as a team to listen and help create experiences to help make these dreams a reality.**

Transition planning is a time when the IEP team, including parents, is there to help the student make plans for his or her future.

**Transition planning** consists of... curriculum, services and supports for students with disabilities to help them move successfully from school to adult life.

Transition planning must begin by the first IEP in effect when a student turns 16 years old. It can begin before the student is 16 years old. All students with disabilities should receive transition planning as part of their IEP meetings. The student and his or her IEP team create a vision for the future, and then each year specific goals and services are identified to work toward that vision.

**Transition is a process that builds on itself each year, and goals evolve and change as the student gets older and gains new insights.**

Transition planning should focus on these issues:

- Assessment specific to transition preferences, needs, strengths and interests;
- Instruction;
- Related services;
- Community experiences;
- Employment;

and, if needed,

- Vocational evaluation;
- Daily living skills; and
- Connecting with community agencies.

