Complete this worksheet when PTP application is unavailable, then enter information into the online PTP when available.

Name of Student:       Date of Birth:

School:

Date of IEP team meeting:

Date student was invited to the IEP team meeting:

Method of inviting the student to the IEP team meeting

☐ Written ☐ Verbal

Did the student attend the IEP team meeting?

☐ Yes

☐ No – List the steps that were taken to ensure that the student’s preferences and interests are considered:

Has an age-appropriate transition assessment been conducted?

☐ Yes

☐ No – The IEP team **must** complete an age-appropriate transition assessment before measurable postsecondary goals for the student can be identified or developed. The IEP Team should not proceed until such assessment takes place. Depending on the type of transition assessment to be used, it may be possible to complete such an assessment at the IEP Team meeting.

Describe the results of the assessment (*optional*):

**Postsecondary education or training goal**

After high school the student will: (*select one*)

☐ Attend a 2-year technical college or school and earn an associate degree or

 certificate.

☐ Attend a 2-year college or community college.

☐ Attend a 4-year college or university and earn an undergraduate degree.

☐ Attend a vocational school or other short-term education program.

☐ Receive on-the-job training (including apprenticeship).

☐ Participate in a humanitarian program, e.g., Peace Corps, Vista, etc.

☐ Enlist in the military.

☐ Other:

(“Other” responses are subject to review by the Department of Public Instruction and may result in identified noncompliance.)

Additional information the IEP team may wish to include related to the student’s education or training goal:

**Postsecondary employment goal** (*Please select from* [*PTP Career Cluster Master List*](https://witig.org/resources/ptp-master-career-clusters-list/)*. Responses not selected from Appendix B are subject to review by the Department of Public Instruction and may result in identified noncompliance.)*

After completing or obtaining postsecondary education or training, the student will be employed in the field of:

Additional information the IEP team may wish to include related to the student’s employment goal:

Does the student have a need for a postsecondary goal(s) related to independent living skills?

 ☐Yes ☐No

 If yes, after high school the student will:

Does the student’s IEP contain at least one annual goal or short-term objective that will help the student make progress toward meeting all of the stated postsecondary goals?

☐Yes

☐No - The IEP Team must develop an annual goal(s) to be included in the annual goals section of the IEP that will help the student make progress toward meeting the stated postsecondary goals.

Record the relevant annual goal(s) here (*optional*):

List at least one transition service that will assist the student in achieving their postsecondary goals. (*Please select from the* [*list of transition services in the PTP*](https://witig.org/resources/transition-services-outlined-in-the-ptp/)*. Other responses are subject to review by the Department of Public Instruction and may result in identified noncompliance.)*

|  |  |  |  |
| --- | --- | --- | --- |
| Category | Transition Service | School Year | Person(s) responsible |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |
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|       |       |       |       |

Will other agencies likely be involved in providing or paying for any transition services during the term of this IEP?

☐Yes  ☐No

If yes, did the local education agency obtain the written consent of the parents or the adult student to invite a representative(s) of the outside participating agency(ies) to attend the IEP Team meeting?

☐Yes

☐No

☐Parent or adult student refused consent, or the LEA was unable to obtain consent after three good faith attempts.

If consent was obtained, was a representative(s) of the outside participating agency(ies) invited to the IEP Team meeting?

☐Yes  ☐No

Agencies invited to the meeting (*optional*)

List the classes the student will take while in high school focusing on the academic and functional achievement needed to assist the student in reaching their postsecondary goals (attach additional pages as needed).

|  |  |
| --- | --- |
| Course Title | School Year |
|       |       |
|       |       |
|       |       |
|       |       |
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Will the student reach their 17th birthday during the timeframe of the IEP or has the student reached the age of 18?

 ☐Yes  ☐No

*(If yes, specify how the student and parents have been informed of the rights which will transfer or have transferred to the student at age 18 if no legal guardian has been appointed)*

Will the student be exiting school because of graduation or exceeding the age of eligibility for a Free Appropriate Public Education (FAPE) at the conclusion of the current academic school year?

  ☐Yes  ☐No

If yes, eligibility for a Free Appropriate Public Education (FAPE) ends when a student is granted a regular high school diploma, or at the end of the school term in which the student turns age 21. Under these circumstances, the local education agency must provide the child with a summary of the child’s academic achievement and functional performance, including recommendations on how to assist the child in meeting the child’s postsecondary goals. 34 CFR 300.305(e)(2) and (3), IDEA

The summary of performance must be provided at a reasonable point prior to graduation. It is not necessary to conduct an IEP meeting to develop the summary of performance.