Transition planning is most successful when it is a **student driven process** starting the year the student turns 16, and involving the family, regular education teacher, special education teacher, agency representative if appropriate, and school district representative.

**Age-Appropriate Assessment**
Gather information
- Preferences
- Interests
- Needs
- Strengths

Use assessments to inform **Post-Secondary Goals** for education, training, employment and if appropriate independent living.

**Course of Study**
Multiyear description of coursework/activities designed to help meet post-secondary goals.

**Transition Services**
May include instruction, related services, community experiences and/or adult & daily living activities.

**Annual IEP Goals**
Develop both academic and functional measurable goals to achieve post-secondary goals.

**Invite & Coordinate with Agencies**
Link students in school to services, accommodations & supports they will access after school.