Dear Students and Families,

To ensure that students with Individualized Education Programs (IEPs) are prepared for success in life after high school, planning for that transition is critical. Your involvement in this transition planning process is essential. Please see the summary below of the steps of this transition planning process.

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| Age-appropriate transition assessments will be conducted, starting at age 12. | • Age-appropriate transition assessments help your child think about what they want to do after high school.  
• Starting when students are 12 years old, age-appropriate transition assessments will be conducted, which will include a student component, a parent component, and a teacher/educational staff component.  
• The assessment will be updated annually and will be discussed at IEP meetings.  
• Parents’ and students’ contributions to this assessment process are very important – this assessment forms the basis for transition planning in the IEP, which will start when students are 14 years old. |
| Students will be invited to their IEP meetings, starting at age 14. | • Students will be invited to their IEP meetings starting when they are 14 years old or any time post-secondary transition (preparing for life after high school) will be discussed at the IEP meeting.  
• By participating in these IEP meetings, a student will form a better understanding of their disability, their strengths, and the academic and social-emotional areas that they would like to develop. This will also help them engage in self-advocacy and self-determination.  
• If a student does not attend the IEP meeting, the team will make every effort to ensure that the student’s voice is heard in their post-secondary transition planning. |
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| The IEP will describe the student’s **Measurable Postsecondary Goals**. | - Starting at age 14, a student’s IEP will begin to include measurable postsecondary goals. Measurable postsecondary goals state what a student wants to do or achieve after high school.  
- Measurable postsecondary goals are shaped by information collected from the age-appropriate transition assessments and may change multiple times throughout high school.  
- Measurable postsecondary goals can be in the areas of:  
  o Education/Training  
  o Employment  
  o Independent Living  
- Goals will be written in actionable language. For example: “After high school graduation, the student *will*…” |
| The IEP will list a **Coordinated Set of Transition Activities**, along with who is responsible for ensuring those activities and services take place. | - The **Coordinated Set of Transition Activities** are the activities and services that will help a student gain the skills needed to meet their goals. They are based on the student’s individual needs, strengths, preferences, and interests.  
- There are six categories of transition activities, including:  
  1. **Instruction** (educational experiences needed to achieve post-school goals)  
  2. **Related Services** (services such as counseling, occupational therapy, physical therapy, and/or speech and language therapy that may be needed to work towards postsecondary goals)  
  3. **Community Experiences** (after-school jobs, community recreational experiences, etc., that may be needed to prepare the student to participate in community life)  
  4. **Employment and Other Post-School Adult Living Objectives** (services or activities relating to career exploration, skill training, employment, or work-based learning)  
  5. **Acquisition of Daily Living Skills** (if applicable) (services that would help the student strengthen their daily living skills)  
  6. **Functional Transition Assessment** (if applicable) (assessment of the student’s strengths, abilities, and needs in actual or simulated work environment)  
- For each activity, the person responsible will be identified. |
### Step Description

**A Transition Service Agency** (also known as a *participating agency*) may be identified and invited to the student’s IEP meeting.  

- A Transition Service Agency (also known as a “participating agency”) is an agency that is likely to provide or pay for services after your child leaves high school.  
- If any agency is likely to be responsible for providing or paying for services, your child’s school should help you identify that agency and will request your consent to invite a representative from that agency to your child’s IEP meeting.  
- Information about the following transition service agencies is available in the Family Guide to Transition Planning:  
  - Adult Career and Continuing Education Services -Vocational Rehabilitation (ACCES-VR) – [www.acces.nysed.gov/vr](http://www.acces.nysed.gov/vr)  
  - Office of Mental Health (OMH) – [www.omh.ny.gov](http://www.omh.ny.gov)  

**Before leaving high school with a diploma or after aging out (21+), the student will be given an Exit Summary.**  

- An Exit Summary will be provided during the student’s last year of high school.  
- The purpose of the Exit Summary is to provide a written report with important information about the student’s skills and areas in which they will need support, as well as recommendations to support a successful transition to life after high school.

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Note that after a student with an IEP graduates with a diploma or ages out of school, they will no longer be entitled to special education services. If a student exits high school with either the Career Development and Occupational Studies (CDOS) Commencement Credential or the Skills and Achievement Commencement Credential (SACC) as their sole exiting credential, the student continues to be eligible to attend school through the end of the school year in which they turn 21.

After leaving school, individuals with disabilities may be eligible for other services. The student’s IEP team and/or transition planning team can help provide you with additional information about what may be available after leaving high school.

We strongly encourage your full participation in the age-appropriate transition assessment process and in all transition-planning IEP meetings to create the best chance at success in college, career, and independent living after high school.


You can also reach out to your borough Transition and College Access Center (TCAC) or the District 75 Transition Office to find more information about post-secondary transition planning. TCACs offer training, workshops, and opportunities that provide the tools needed to plan for adult life. Contact the center in your borough for more help:
• Bronx TCAC: BxTCAC@schools.nyc.gov
• Brooklyn TCAC: BklynTCAC@schools.nyc.gov
• Manhattan TCAC: MnTCAC@schools.nyc.gov
• Queens TCAC: QnsTCAC@schools.nyc.gov
• Staten Island TCAC: SITCAC@schools.nyc.gov
• District 75: D75Transition@schools.nyc.gov