# Key Component 4: Pathway to High School Graduation
during the IEP

Transition planning refers to the process of preparing students with disabilities for life beyond high school — a process that begins with the end in mind. The Individual Transition Plan (ITP) is based on a comprehensive understanding of the student's individual characteristics, preferences, and aspirations. The ITP helps students successfully transition from the school environment to post-school activities in education/training, employment, and independent living.
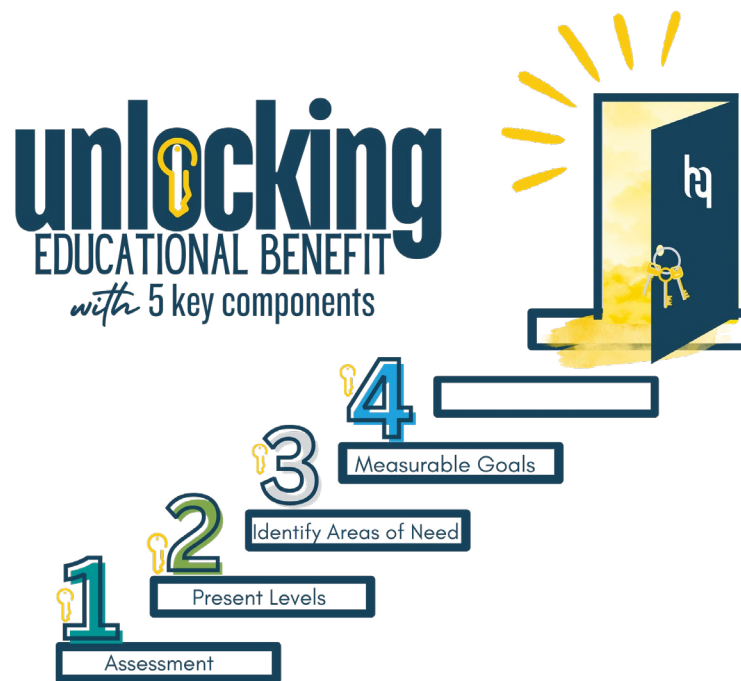
The **Individuals with Disabilities Education Act (IDEA)** mandates that "transition services" be included in the first Individualized Education Program (IEP) that will take effect when the student turns 16 (or younger, if determined by the IEP team). Effective July 1, 2025, **California Assembly Bill No. 438** states postsecondary goals and services should begin when an individual with exceptional needs is starting their high school experience and not later than the first individualized education program to be in effect when the pupil is 16 years of age. If the IEP team determines that the pupil would benefit from the postponement of appropriate measurable postsecondary goals and transition services until 16 years of age, rather than when the pupil begins their high school experience, the IEP team is encouraged to justify the basis for that postponement.

"Transition services" refer to a coordinated set of activities for a student with a disability that:

■ **is an outcome-oriented** process focused on improving the academic and functional achievement of the student and facilitating the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

■ **is strength-based**, taking into consideration the individual's strengths, preferences, interests, and needs; and

■ **is a coordinated effort** that includes instruction; related services; community experiences; the development of employment and other post-school adult living objectives; and, when appropriate, the acquisition of daily living skills.

Transition services are documented in the ITP as part of the annual IEP. Providing effective transition services promotes successful post-school employment, education, and independent living.

Transition planning applies to the student's movement from high school to post-school life and is based on the student's plans for the future; therefore, the student's input is essential. A student with a disability must be invited to attend their IEP meeting when the team plans to discuss postsecondary goals and transition services. The needs and desires of the student and family are at the core of the planning process.

This section will include:

- ■ **Student vision statement**
- ■ **Transition planning takes a team**
- ■ **Age-appropriate assessments**
- ■ **Developing postsecondary transition goals**
- ■ **Activities and services to support transition goals**
- ■ **Linking postsecondary transition goals to annual IEP goals**
- ■ **Course of study**
- ■ **Age of majority**
- ■ **Indicator 13**

Note: In this section, the term "Individual Transition Plan (ITP)" will be used interchangeably with "pathway to high school graduation."

Transition Planning Takes a Team

The IEP team plays an important role in the development of the ITP. Specifically, the team must support the student in creating their vision around postsecondary goals and provide further support in carrying out the activities that will help the student attain these goals.
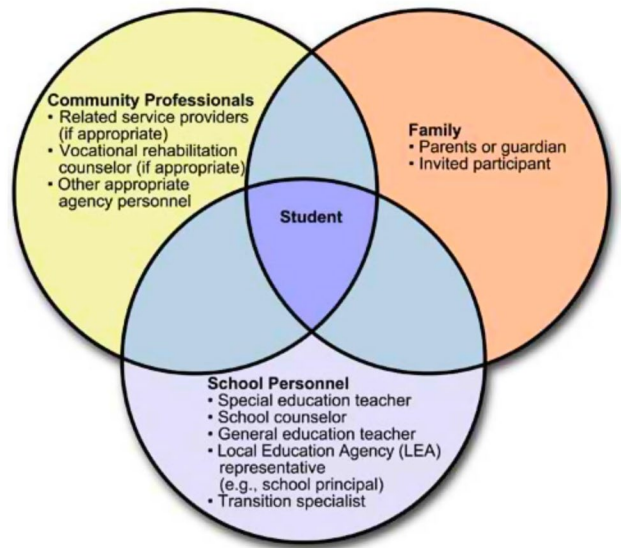
Placing the Student at the Forefront in Transition Planning

The student must be invited to an IEP team meeting if the purpose of the meeting is to discuss the student's postsecondary goals and the transition services needed to reach those goals. The transition plan is driven by input from the student and is centered around the student's desired postsecondary outcomes.

Was the student invited?	Yes ☐ No ☐	If appropriate, were other agencies invited to the meeting?	Yes ☐ No ☐ N/A ☐	Were age-appropriate transition assessments used?	Yes ☐ No ☐
List the transition assessments used and describe the results					

Why is it important to involve the student?

The purpose of special education is to prepare students to lead **"productive and independent adult lives to the maximum extent possible."** Transition planning is intended to help youth move into life after high school. A successful plan gives young people choices and options, as well as the skills needed to be successful adults in the community.

When students are involved in the development of their own IEP, it helps them better understand their disability, strengths, areas for improvement, goals, and the accommodations needed to be successful. Their involvement also leads to greater confidence and increased self-advocacy, self-determination skills, and improved communication skills. When students are provided with opportunities to actively engage in the IEP process, they learn goal-setting and teamwork, and how to ask for and accept help from others. They also learn to negotiate and resolve differences with others. They enhance their ability to speak to their strengths, preferences, interests, and needs. To ensure that student voices are heard and that the transition components of the IEP represent what they envision for their future, it is important that the IEP team take steps to actively involve students with disabilities in planning their own futures.

Parent Involvement

Parent involvement is also critical for transition planning. IDEA requires that parents are active members of the IEP team. Parents need to be informed about transition planning and services and the intent the intent of an ITP. Parents should be given a parent transition survey to see what their plans are for their child after high school.

If appropriate, were other agencies invited to the meeting?	Yes	☐
	No	☐
	N/A	☐

Other Agencies

This section documents the agencies and community organizations the student works with as part of their transition from secondary school. The purpose of this section is to promote coordination and communication between the school and the community or agency providers. This may not be a factor early in thethe student's educational career; however, these agencies may assume greater responsibility as the student ages, particularly after graduation. It is important to establish relationships with these agencies as early as possible. Representatives of other agencies may include, but are not limited to: **Regional Centers**, the **Department of Rehabilitation**, medical services, social work services, etc. Ask parents/guardians which outside agencies they currently work with, or may work with after their child graduates from high school. Also, ask if they would like those agencies to be invited to the IEP meeting.

Involving outside agencies helps identify the services and resources available to students after graduation. These services could include vocational rehabilitation services, job coaching and development, life-skills training, social recreation, mental health services, and more.

Schools are responsible for coordinating services during transition, as well as sharing information about outside services with students and families.

Note: IDEA requires the consent of the parent(s)/guardian(s) or the student who has reached the age of majority before inviting other agency representatives to participate in the IEP meeting.

Was the student invited?	Yes ☐ No ☐	If appropriate, were other agencies invited to the meeting?	Yes ☐ No ☐ N/A ☐	Were age-appropriate transition assessments used?	Yes ☐ No ☐

List the transition assessments used and describe the results

Age Appropriate Assessments

As **IDEA 2004** stipulates, "The IEP must include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills and the transition services (including the course of study) needed to help the student in reaching those goals." An assessment plan will be needed when using formal assessments or assessing an individual student. When developing informal transition assessments that are conducted within a whole group of students, an assessment plan is not needed.

Transition assessment is a process of collecting data to help students discover their strengths, preferences, interests, and needs as they relate to the demands of current and future work, education, independent living, and personal and social environments. Assessment data serves as the common thread in the transition process and forms the basis for defining annual goals and services to be included in the IEP. Additionally, transition assessments are a crucial part of the planning process, as they provide information that helps build the transition plan. These assessments ensure the student develops skills needed to identify and achieve their future goals. Transition assessments are ongoing and no single assessment can give a complete picture of a youth's strengths, preferences, interests, and needs. Teachers are encouraged to use a combination of formal and informal assessment tools to collect information about the student's present levels.

The transition assessment should accomplish the following:

- Provide relevant information about the student in key areas for transition planning.
- Provide information about the student's current levels of functioning.
- Identify appropriate accommodations to support student success.
- Provide a basis for a student's measurable postsecondary goals.
- Provide a basis for measurable annual goals in the IEP.

For information on how to collect and organize transition assessment data, refer to the **Pathway to High School Graduation (before the IEP)**.

Creating a Plan That Supports the Student's Vision for Their Future

Start with the Student's Vision

Supporting the student's vision begins with honoring what they want to do as an adult. These goals should be reviewed annually and aligned with the student's evolving vision for themselves.

Support the Student's Vision with Coordinated Activities

As a team, we show our support by developing a coordinated set of activities to help the student meet their goals for life after high school. These activities should focus on increasing both academic and independent living skills so their transition goes smoothly — from high school to college, a vocational training program, work, or other post-high school activities.

LET'S PLAN!

The following pages explore how to work with your student and the IEP team to develop postsecondary goals and create a coordinated plan for implementation.

Secondary and Postsecondary Vision Statement

Utilizing the information gathered from the student prior to the IEP meeting, write their vision statement in this section. There are no right or wrong answers; the emphasis should be on helping the student explore possibilities and envision life ahead. Vision statements will evolve each year based on the student's age and interests.

A vision statement within an ITP is a forward-looking statement that outlines the student's long-term goals and aspirations. It serves as a guiding framework for planning the student's transition from school to post-school activities, including higher education, employment, independent living, and community participation.

Reference the **Pathway to High School Graduation before the IEP** to learn more about creating vision statements for your students.

SECONDARY & POSTSECONDARY VISION STATEMENT
This vision statement reflects the student's hopes for secondary and postsecondary education (education, employment, and independent living).

Developing Postsecondary Transition Goals

A student's postsecondary goals define what they plan to do following high school. These goals form the cornerstone of the IEP for students 16 and older. Postsecondary goals should be student centered and based on assessment and present levels. They typically focus on the 12-24 months following high school graduation or completion.

Postsecondary goals are required for all students, beginning no later than the student's 16th birthday, and target the following areas:

1. Education/training

2. Employment

3. Independent living skills, if determined appropriate and necessary by the IEP team

4. Provide a basis for measurable annual goals in the IEP

Postsecondary goals must be:

1. **Specific:** Goals reflect the student's strengths, preferences, interests, and needs and are focused on student outcomes. Goals are not activities.

2. **Measurable:** Goals must be targeted toward an outcome achieved after a student leaves high school, with clear and measurable success.

3. **Reviewed annually:** Goals must be regularly reviewed to ensure they are current, appropriate, and accurate.

4. **Updated as required:** Goals defined in a student's IEP must be updated to reflect their most current postsecondary goals. Activities will change annually.

5. **Reflective of transition assessments:** Students' postsecondary goals must be based on age-appropriate transition assessments.

Local educational agencies (LEAs) are:

- **not responsible** for ensuring measurable postsecondary goals are achieved, but
- **are responsible** for facilitating movement toward the identified goals through transition services, activities, and appropriate annual IEP goals.

In other words, the school or the LEA must ensure that each student's IEP will help them work toward achieving their measurable postsecondary goals.

Activities to Support Transition Goals

IDEA requires a "coordinated set of activities" for individual students to meet their postsecondary goals. These activities are documented and must be individualized based on the needs of the student. While some activities included in the list may be general activities offered to all students at a school site, other activities may be designed to help an individual student work toward their measurable postsecondary goals.

Transition Services

Transition services outlined in the IEP provide a systematic approach to identifying and coordinating activities that support the student's post-school goals. These activities should facilitate a student's movement from school to post-school environments while focusing on improving the student's academic and functional achievement.

Transition services are activities the student needs to prepare for their future and achieve better post-school outcomes. They help students prepare for college, careers, independent living, and future independence. Once the student's measurable postsecondary goals have been identified, the IEP team determines which services/activities are necessary for that student to accomplish their goals. It is important to note that transition services/activities are not annual goals, short-term objectives, or benchmarks; they are a coordinated set of activities to help the student prepare for their future based on their goals.

IDEA lists transition services as follows:

- **Instruction:** This refers to the services and activities that regularly occur through a school's teaching and learning program. Instruction can be provided through general academic and/or special education classes. For the purposes of transition, instruction may take place in other settings, including adult basic education, career and technical education, postsecondary settings (e.g., community colleges, universities), and vocational training programs.

- **Related services:** Special education-related services are those deemed necessary by the IEP team; they may be direct or indirect.

- **Community experiences:** This refers to transition activities provided in a community setting.

- **Employment:** This refers to workforce development and other post-school, adult living objectives.

- **Acquisition of daily living skills and functional vocational assessment** (when appropriate).

Let's walk through examples of the following post-secondary goal areas and ways to support them through coordinated activities:

1. **Education/training**

2. **Employment**

3. **Independent living skills**, if determined to be appropriate and necessary by the IEP team

1. EDUCATION/TRAINING

Education/training is defined as enrollment in one or more of the following:

- Community or technical college (two-year program)

- College/university (four-year program)

- Compensatory education program

- A high school completion document or certificate class (e.g., adult basic education, general education development)

- Short-term education or employment training program (e.g., Job Corps, vocational rehabilitation)

- Vocational technical school, which is less than a two-year program

- Education/training in the form of on-the-job training or less formal training efforts for those students who are not enrolled in a formal education or training program

After I graduate, I will

Based on the student's input, identify their future aspirations and how this relates to further education and/or training. For example, a student may identify the following goals, though there may be other goals not included in this list:

- ■ After graduation, I will:
  - ☐ attend a four-year university and study (insert major).
  - ☐ take a course in welding at a local community college/trade school.
  - ☐ enroll in a local community college.
  - ☐ attend a career and technical program in welding at (program location).
  - ☐ attend a vocational training at a culinary institute.
  - ☐ receive on-the-job training working with children.
  - ☐ receive direct support/on-the-job training with the support of a job coach.

Sample activities to support the student's goal in the area of education/training:

- ■ Complete a **Values in Action Inventory (VIA)** character strengths survey
- ■ Research college scholarship opportunities
- ■ Complete an interest survey
- ■ Complete a study-skills class
- ■ Identify your strengths, preferences, interests, and needs using several different transition assessments and inventories
- ■ Learn financial management/money skills
- ■ Learn about time management
- ■ Learn about community agencies that provide services and supports to people with disabilities
- ■ Learn and practice self-advocacy
- ■ Learn and practice **self-determination skills**

The following page lists sample community experiences to support the student's goals in the area of education/training, if appropriate. This section focuses on activities that occur outside the school building and prepare students for community participation.

Community experiences might include:

■ Learning how to access and/or use health care facilities, banks, libraries, laundromats, post offices, churches, restaurants, and/or hair stylists

■ Learning to make and keep appointments

■ Learning to demonstrate appropriate social behaviors in the community such as tipping, asking for assistance, standing in line, and not being disruptive in relevant situations

■ Learning to get around in the community (i.e., driver's license, public transportation, maps, and asking for directions)

■ Gaining facility with shopping, sale prices, discount stores versus department stores, etc.

Person or agency responsible: Examples may include, but are not limited to, case managers, WorkAbility I, DOR, regional centers. etc.

At a minimum, one **transition service** or support should be identified for each postsecondary goal. IEPs are required to list transition services that will be provided to help students achieve their transition goals.

Transition services for education/training might include*:

■ College awareness

■ Vocational assessment, counseling, guidance, and career assessment

■ Career awareness

*For a complete list of transition services and their corresponding California Longitudinal Pupil Achievement Data System (CALPADS) data codes, the **CALPADS Transition Service Codes** may be useful when developing your ITP. When completing the transition services section of the IEP, be sure to delineate the specific service, frequency, start and end dates, and duration of the service, as well as provider location.

Indicate which related services, if appropriate, will be used to support the student's education/ training goals in the area of education/training. Related services are defined as services other than instruction intended to help the student achieve their educational goals; these might include:

■ Speech therapy

■ Occupational therapy

■ Career guidance

■ Transportation

■ Counseling services

■ Social work services

2. EMPLOYMENT

Employment is defined as follows:

- **Competitive employment** is work (a) in the competitive labor market that is performed on a full- and part-time basis in an integrated setting and (b) is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

- **Supported employment** refers to competitive work in integrated settings, or work in integrated settings where individuals are progressing toward competitive employment. Support is usually provided by a job coach to help the student learn the necessary skills and behaviors to work independently. The goal is to align with each individual's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choices, ensuring that employment opportunities are consistent with their unique needs. This service is specifically designed for individuals with the most significant disabilities, who significant disabilities who meet the following criteria:
  - ☐ Have historically had limited access to competitive employment opportunities
  - ☐ Have experienced interruptions or inconsistencies in employment due to the severity of their disability
  - ☐ Require intensive, ongoing supported employment services due to the nature and severity of their disability

After I graduate, I will

"Identify what employment the student aspires to as an adult based on their input. For example, a student may identify the following goals, though there may be other goals not included in this list:

- Upon completion of school, I will:
  - ☐ obtain a job working with animals.
  - ☐ obtain a job as an elementary school teacher.
  - ☐ join the Army.
  - ☐ work as a mechanic.
  - ☐ work in competitive employment.
  - ☐ work in supported employment.
  - ☐ work with my parents in their landscaping business.
  - ☐ work in the field of technology.
  - ☐ work in retail or fast food.

Sample activities that may support the student's employment goals:

- Take the **Holland Code career assessment**
- Take the **123 test**
- Participate in a career awareness program
- Learn about employability skills and schedule a work experience (i.e., job shadow)
- Participate in mock interviews
- Write a cover letter and resume
- Learn about the **American Job Center Finder**
- Take the **Armed Services Vocational Aptitude Battery (ASVAB)**
- Research how to get a driver's license and take the **driving school course**
- Memorize the student's social security number
- Attend a transition fair, college fair, and/or career fair at school and/or community
- Interview a job coach for possible assistance following high school
- Meet with a **Job Corps** counselor
- Meet with a school counselor
- Volunteer in career of interest

Activities to support this transition goal:	Person or Agency Responsible:

Below are sample community experiences that may support the student's employment goals, if appropriate. This section focuses on activities that occur outside the school building and prepare students for community participation. Community experiences might include:

- Checking with your LEA to see if an employment prep program is available
- Participating in recreation and leisure skills or social-skills training
- Learning about community agencies that provide services and support to people with disabilities
- Participating in job shadowing
- Exploring city transportation options
- Creating a community resource guide or list

High Quality IEPs

At a minimum, one **transition service** or support should be identified for each postsecondary goal. IEPs are required to list transition services that will be provided to help students achieve their transition goals.

Transition services for employment might include:

- Vocational assessment, counseling, guidance, and career assessment
- Career awareness
- Work experience
- Job coaching
- Mentoring
- Agency linkages
- Travel training
- Other transition services

For a complete list of transition services and their corresponding CALPADS data codes, the **CALPADS Transition Service Codes** might be useful when developing your ITP. When completing the transition services section of the IEP, be sure to delineate the specific service, frequency, start and end dates, and duration of the service, as well as provider location.

Indicate which related services, if appropriate, will be used to support the student's employment goals. Related services are defined as services other than instruction intended to help the student achieve their educational goals; these might include:

- Speech therapy
- Occupational therapy
- Career guidance
- Transportation
- Counseling services
- Social work services

3. INDEPENDENT LIVING SKILLS

Independent living skills are defined as:

- Behaviors and knowledge required for a person to live successfully on their own. These skills allow people to make properly informed decisions and take care of themselves in leisure/recreation, personal care, maintaining a home, and participating in the community.

After I graduate, I will

Identify the student's aspirations for independent living as an adult based on their input. For example, a student may identify the following goals, though there may be other goals not included in this list:

- ■ Upon completion of school, I will:
  - ☐ live on my own.
  - ☐ live with friends in a home or apartment.
  - ☐ live in an apartment with my cousin.
  - ☐ manage my finances with a monthly budget.
  - ☐ open a checking account and learn bill paying.
  - ☐ complete a consumer finance class.
  - ☐ manage my health care needs.
  - ☐ do meal planning and prepare my own meals.
  - ☐ be prepared for an emergency or disaster and know basic first-aid skills.
  - ☐ learn how to take public transportation and select the appropriate method of transportation.
  - ☐ do my own laundry.

Sample activities to support the student's independent living goals:

- ■ Identify and/or develop a network of informal supports (e.g., family, friends, etc.)
- ■ Develop emergency procedures for use at home and in the community
- ■ Take courses in food, family life, child development, and life management
- ■ Take cooking classes
- ■ Visit community agencies that provide daily living skills training to adults
- ■ Explore technology and adaptive assistance options
- ■ Acquire skills training for purchasing food, preparing meals, providing personal care, and fitness activities
- ■ Acquire skills training to perform cleaning duties and light household maintenance
- ■ Manage a daily time schedule
- ■ Learn to operate a washing machine, dishwasher, microwave, stove, blender, etc.
- ■ Explore city/county transportation options

Activities to support this transition goal:	Person or Agency Responsible:

Below are sample community experiences to support the support the student's independent living goals. Helpful community experiences may include the following:

- Learn to use a maps app on a cell phone
- Take a cooking class
- Explore apps for independent living
- Join the local YMCA, health club, or community recreation center
- Volunteer at the local library or a community service project

At a minimum, one **transition service** or support should be identified for each postsecondary goal. IEPs are required to list transition services that will be provided to help students achieve their transition goals.

Transition services for independent living might include:

- Mentoring
- Agency linkages
- Travel training
- Other transition services

For a complete list of transition services and their corresponding CALPADS data codes, The **CALPADS Transition Service Codes** might be useful when developing your ITP. When completing the transition services section of the IEP, be sure to delineate the specific service, frequency, start and end dates, and duration of the service, as well as provider location.

Indicate which related services, if appropriate, will be used to support the student's independent living goals. Related services are defined as services other than instruction intended to help the student achieve their educational goals; these might include:

- Speech therapy
- Occupational therapy
- Career guidance
- Transportation
- Counseling services
- Social work services

Additional transition services may include post-school and adult living experiences and, when appropriate, functional vocational evaluations.

"Post-school adult living" refers to the skills and supports a student needs to achieve their desired goals after leaving school. This includes services that lead to employment or career development, as well as those that support occasional activities in adult life.

Below are examples of post-school and adult-living activities:

- Registering to vote
- Filing taxes
- Renting or buying a home
- Accessing medical services
- Obtaining insurance
- Accessing adult services
- Completing an application for postsecondary housing
- Applying for financial assistance for postsecondary training/learning options
- Registering for selective service and learning about public service obligations
- Exploring guardianship and supported decision-making
- Applying for a disability card to access public transportation with reduced fees
- Visiting adult service providers in the community
- Learning about social expectations at restaurants
- Learning to manage personal health and fitness

Functional vocational evaluation is an assessment process that provides information about job or career interests, aptitudes, and skills. Information is gathered through situational evaluations in the setting where the job is performed. This data can be used to refine educational experiences, courses of study, and transition activities.

Below are examples of functional vocational assessments:

- Producing observable work samples
- Completing an interest/aptitude survey
- Having teachers and parents/guardians complete an **Enderle-Severson Transition Rating Scale**
- Completing a non-verbal picture career interest inventory
- Submitting an application to the **Department of Rehabilitation**

Linking IEP Annual Goals to Postsecondary Transition Goals

Are postsecondary goals the same as annual goals?

Transition goals outline the student's post-school plans, while annual goals provide the steps needed to achieve them.

Schools are responsible for coordinating services during transition, as well as sharing information about outside services with students and families.

For each postsecondary goal, an IEP must also include annual goals that help the student make progress toward that objective. Ensure the annual goal is measurable and supports achievement of the postsecondary goal.

There are two strategies for writing annual goals linked to postsecondary goals.

First, one could write a measurable, transition-specific goal. Example:

- **Baseline:** The student is currently unable to complete a college application.
- **Goal:** By (date), the student will identify and apply to three postsecondary institutions as evidenced by completion of the applications and the submission confirmation.

- **Baseline:** The student has not identified any potential career or employment interests and states they are unsure of what they want to do after graduation.
- **Goal:** By the end of the first school semester, the student will complete a graphic organizer for expository essay prewriting with 80% accuracy as measured by a teacher rubric. This goal will be supported by direct instruction in using graphic organizers.

Alternatively, one could write an academic goal that helps the student achieve their postsecondary goal. Examples:

- **Postsecondary goal:** After graduating from high school, the student will attend a four-year college and take courses in child development.
- **Annual goal:** By (date), given direct instruction to use a graphic organizer for prewriting expository essays, student will complete the graphic organizer with 80% accuracy as measured by teacher rubric by the end of the first school semester.

Note: The above annual goal supports the student's postsecondary goal by preparing them for the courses to be able to attend a four-year college.

- **Postsecondary goal:** After earning his/her four-year college degree, the student will obtain full-time employment working with children.
- **Annual goal:** By (date), the student will have completed two job shadowing experiences in early-education and elementary education settings. They will then identify their likes and dislikes of each setting in a job-site interest survey.

Note: The above annual goal supports the student's postsecondary goal by preparing them to work with children.

- **Postsecondary goal:** After high school, the student will use strategies to effectively manage his/her time, so that he/she successfully meets his/her deadlines for college.
- **Annual goal:** By (date), the student will submit 80% of assignments on time across all class periods, as measured by the teacher's grading log.

Note: The above annual goal supports the student's postsecondary goal by preparing them to successfully meet deadlines when attending college.

For additional support in developing goals within the ITP, visit **National Technical Assistance Center on Transition: the Collaborative**.

Course of Study

The course of study section of the IEP includes classes that directly relate to the student's measurable postsecondary goals and provide a clear progression toward meeting these goals. It includes all classes from 9th grade to the anticipated exit year of high school.

Best practice: During a student's transition from middle school to high school, the middle school IEP team (including parents and student) should communicate with the high school IEP team and school counselor. Together, they should review class options and develop the student's course of study.

The IEP team revisits and updates the course of study every year to reflect changes in course offerings or to align the student's updated postsecondary goals. The course of study section in the IEP should match the classes the student is taking. This enables the student to meet requirements for graduation, following their specific diploma pathway. The course of study must intentionally and explicitly reflect each student's postsecondary goals for education, employment, and independent living skills, when appropriate. Use official course titles in the course of study for all students, regardless of their diploma path.

COURSE OF STUDY - Required for students entering high school and/or currently in high school
What requirements does the student need to meet to obtain a high school diploma? What is the student's planned course of study?

What this might look like for a student in 10th grade:

- The courses that the student must complete to earn their diploma, at the time of the IEP, are:

    1. Grade 10: English 10, geometry, US history, Spanish 1, biology, art

    2. Grade 11: English 11, algebra 2, world history, etc.

    3. Grade 12: English 12, trigonometry, etc.

The student will take (list courses) in support of his/her interests in (insert student's area of interest and postsecondary education goal(s)).

Is there a multi-year description of student's coursework from the current year to anticipated exit year, in order to enable the student to meet their postsecondary goal? Yes ☐ No ☐	If this student is eligible to take the California Alternate Assessment, will this student obtain a high school diploma through the alternative pathway? Yes ☐ No ☐ If yes, describe the alternative pathway to a diploma:

If the student is eligible to take the California Alternate Assessment, will they obtain a high school diploma through the alternative pathway?

California has established a diploma pathway for students who meet two criteria: they must be eligible for the California Alternate Assessment and must complete state standards-aligned coursework.

The California Alternative Assessment (CAA) is part of California's overarching system of assessments called the California Assessment of Student Performance and Progress (CAASPP). The CAA is designed for students with the most significant cognitive disabilities.

If a student is eligible to take the CAA, the IEP team should determine if the student will obtain a high school diploma through the **pathway** outlined by California Education Code.

Is there a multi-year description of student's coursework from the current year to anticipated exit year, in order to enable the student to meet their postsecondary goal? Yes ☐ No ☐	If this student is eligible to take the California Alternate Assessment, will this student obtain a high school diploma through the alternative pathway? Yes ☐ No ☐ If yes, describe the alternative pathway to a diploma:

Important note: Granting a diploma through the process outlined in the **California Education Code** does not end or alter an LEA's duty to provide free and appropriate public education (FAPE) to eligible students with special needs.

Although the IEP team will make determinations about the student's participation in assessments later within the IEP, the team may use a **worksheet** to determine whether or not the student is eligible for the alternate assessment.

High School Graduation

Annually update the following student information by communicating with the student's guidance counselor or using the student information system:

- Total credits required
- Credits earned already
- Remaining credits needed

HIGH SCHOOL GRADUATION			
Date	Total Credits Required	Credits Earned Already	Remaining Credits Needed

Students and their parent(s)/guardian(s) should be informed about the total units required for graduation and the student's current progress towards meeting this requirement.

California Education Code has specified a minimum set of courses required to graduate from high school and receive a diploma. Local school districts have the authority and responsibility to establish a complete list of requirements for high school graduation.

Based on the student's postsecondary goals, the pathway to diploma may vary. Students with disabilities may have differentiated graduation and competency standards, as determined by their IEP.

The various pathways to a high-school diploma in California are as follows:

1. **A-G Course of Study**
2. **LEA/State Course of Study**
3. **Career Technical Education (CTE) Course of Study**
4. Expanded Options for Specific Youth (**see state course of study guidelines**)
5. **Alternative Diploma Pathway**

Age of Majority

For students who receive services under IDEA, parental rights transfer to the student when he/she reaches the "age of majority under State law." The age of majority in California is 18, at which point students gain control over their educational decisions, including the right to:

- access their educational records,

- have decision-making authority regarding their educational program and services, and

- sign documents and provide consent for services and participation in educational programs.

AGE OF MAJORITY

When the student turns 18, all rights under state and federal special education law transfer from the parent(s) to the adult student (except in the case of a child with a disability who has been determined to be incompetent under California Law). Before the student turns 17, parent(s) and student must be informed that all rights will transfer to the student on their 18th birthday (i.e., age of majority).

By signing below, I acknowledge that I have been informed of the transfer of rights at the age of 18 years.

Signature of Student _____ Date: _____

Signature of Parent/Guardian/Family _____ Date: _____

After the age of 18, parent(s)/guardian(s) no longer have the legal authority to make educational decisions for the student without the student's consent.* The IEP team must inform the student and their parent(s)/guardian(s) about the transfer of educational rights prior to the student turning 17. The transfer of educational rights should be a topic of discussion during IEP meetings as the student approaches the age of majority. This notice typically includes information about the transfer of rights, a description of the rights that will transfer, and information about the procedures and options available to the student. The IEP team should ensure that the student and the parent(s)/guardian(s) understand the implications of this transfer. IEP teams should use this section to document when the transfer of rights notice was provided to the student and parent(s). The date written on the IEP will not change from year to year.

Note: *The exception to this rule is when a parent has taken legal action (i.e., obtained conservatorship) to continue making decisions for the student past age 18.. In such cases, parent(s)/guardian(s) should provide the school district with the pertinent legal documents.

To learn more about transfer of rights, transition planning, and the implications when a student turns 18, **watch this video series** from the Center on Youth Voice and Youth Choice. Also, find out more about supported decision-making at the **Center for Public Representation**.

State Performance Plan Indicator 13

Under the 2004 reauthorization of IDEA, states are required to report specific data derived from the IEP known as **performance indicators**. In particular, states rely on Indicator 13 to ensure IEPs are in compliance with the transition requirements. Indicator 13 measures the percentage of youth aged 16 and above with an IEP that meets specific transition-related criteria and includes appropriate measurable postsecondary goals that are annually updated and based on age-appropriate transition assessments. IEPs included in **Indicator 13** outline transition services, including courses of study, that will reasonably enable the student to meet stated postsecondary goals. Additionally, the IEP must contain annual goals related to the student's transition service needs.

There must be evidence that the student was invited to the IEP team meeting where transition services will be discussed. If appropriate, there also must be evidence that a representative of any participating agency was invited to the IEP team meeting with prior consent from either the parent or the student who has reached the age of majority.

EDUCATIONAL BENEFIT CONSIDERATIONS

- Is there evidence that the student was invited to the IEP team meeting where transition services were discussed?
- If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority?
- Were age-appropriate transition assessments/instruments used?
- Are there appropriate, measurable postsecondary goals that address education/ training, employment, and, if needed, independent living? Will the goal(s) be accomplished after the student graduates from high school?
- Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment?
- Have the postsecondary goals been updated annually?
- Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?
- Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?
- Are there annual IEP goals that relate to the student's transition services needs?

Summary of Performance

The **Summary of Performance (SOP)** is completed during a student's final year of K-12 education. It documents the student's academic achievements and functional performance and includes recommendations to support the student in achieving their postsecondary goals.

The SOP must be provided to students who are no longer eligible for special education services because they have either graduated with a regular diploma or exceeded the age limit for a free appropriate public education (FAPE) under IDEA..

An IEP meeting is not required to develop the SOP.

Additional Learning:
1. **Transition Planning:** National Technical Assistance Center on Transition: The Collaborative.
2. **Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings:** IRIS Center
3. **Transition Coalition** online modules
4. **PROGRESS Center** website

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High Quality IEPs