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## WHAT IS THE TRANSITION PLANNING FORM (TPF)?

- The TPF is developed to support a collaborative transition planning process.
- The TPF is a mandated form in Massachusetts that is developed in conjunction with the IEP & then maintained with the IEP. The TPF is updated annually.
- The content of the TPF includes a post-secondary vision, disability related needs, and an action plan for
  - ◇ instructional needs
  - ◇ employment planning
  - ◇ community experience/  
post-school adult life
- The action plan for the TPF is individualized for each student and may include steps that the student, **family**, and *school* can take to support the transition from school to adult life.



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## RESOURCES

Newton Public Schools Transition Website  
<https://www.newton.k12.ma.us/Page/3136>

### DESE Secondary Transition

<http://www.doe.mass.edu/sped/secondary-transition>

### Information on Secondary Transition under IDEA


[www.pacer.org/transition/learning-center/laws/idea.asp](http://www.pacer.org/transition/learning-center/laws/idea.asp)

### National Collaborative on Workforce & Disability

<http://www.ncwd-youth.info>

### Information on WIOA

<https://www.doleta.gov/wioa/>

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## TRANSITION PLANNING



PROMOTING  
COLLABORATION BETWEEN  
STUDENTS, NPS STAFF,  
FAMILIES, AND THE NEWTON  
COMMUNITY

NEWTON PUBLIC SCHOOLS

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## WHAT IS TRANSITION PLANNING?

- The **I**ndividuals with **D**isabilities **E**ducation **A**ct (IDEA) is a federal law that mandates that transition planning occur for students in special education.
- IDEA defines transition services as a coordinated set of activities for a child that promotes movement from school to post-school activities.
- The “coordinated set of activities” are individualized to the students’ needs, strengths, preferences, and interests.

## WHY DO TRANSITION PLANNING?

- To provide support for students as they create a vision and plan for their future.
- To promote collaboration between families, the school, & the community in developing and implementing an appropriate, meaningful, and smooth transition to adult life for the student.



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## WHEN & WHERE DOES TRANSITION PLANNING TAKE PLACE IN NPS?

- In Massachusetts, the transition planning process begins no later than age 14. By age 14, students are invited to attend their IEP Meetings & the development of a Transition Planning Form (TPF) must occur.
- Team discussions regarding transition planning will take place at a student’s IEP meeting & are documented on the TPF.
- The TPF includes an action plan that is like a “To Do” list of transition activities (i.e. Parent/Guardian will introduce student to travel on the MBTA bus, student will participate in a club/activity, school staff will discuss post-secondary options with student).

### By Age 14

- Student is invited to attend the IEP meeting.
- The Team begins discussion of the transition planning process & an initial TPF is developed.

### By Age 17

- Team discusses transfer of rights and age of majority.

### At Age 18-Age of Majority

- Decision-making rights are transferred to the student. (See back for resources)

### 2 years before Graduation or turning 22

- If applicable, a Chapter 688 referral is made to the appropriate adult agency.
- Chapter 688 is a law that focuses on connecting students with severe disabilities with appropriate adult supports. To receive adult supports, student must be found eligible for services by the adult agency.

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## WHO IS INVOLVED IN THE TRANSITION PLANNING PROCESS?

- People who may be involved in the transition planning process include parents, students, guidance counselors, general educators, related service providers, community members, and special educators.
- Families have an active role in the transition planning process.

### HOW CAN FAMILIES SUPPORT TRANSITION AGE YOUTH?

- Encourage your child to attend & participate in the IEP meeting beginning at age 14.
  - Initiate conversations with your child about his or her vision for the future & goal setting.
  - Establish expectations (i.e. taking responsibility for actions/decisions, planning ahead, maintaining commitments).
  - Take public transportation with your child.
  - Support the development of time management skills.
  - Learn more about resources in the community & attend workshops.
  - Foster independence in your child.
  - Encourage your child to share his or her opinions, wants, needs, & ideas.
  - Identify chores your child can complete at home & establish jobs your child is responsible for.
  - Reinforce work-related behaviors at home (i.e. following directions, maintaining good hygiene, etc)
  - Encourage volunteering, interning, and work experiences.
  - Explore your child’s interests through afterschool activities, clubs, or sports.
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