

Steps to development of a Transition Plan

1. Click on the “View Results” screen in the student’s survey and select the student’s strengths and priorities, once you are finished click **Save** then click **Update and Go to Plan** which will bring you to the transition plan.

Student: Lou Perez | Teacher: Kim Spudic | Transition Survey (2012-13) | **Survey Results** [Help](#)

Legend: "S" = strengths, "N" = needs

Select Strengths	Select Priorities	Skill	Greatest Priority	S	N	1	2	3	4	5	6	7	8	9
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Solve problems using math skills	5	0	5	N	N	N		N	N			
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Follow written instructions well	5	0	5		N	N		N	N			N
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Read effectively	4	0	4			N		N	N			N
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Carry out math calculations with accuracy	3	0	3	N				N	N			
<input type="checkbox"/>	<input type="checkbox"/>	Write clearly and to the point	3	0	3		N		N					N

Once you are on the transition plan screen, follow the sequence below to complete the plan.

Lou Perez | Transition Plan (2012-13-2) | **View Plan** [Help](#)

Postsecondary Goals

Training/Education	
Employment	
Independent Living	

Assessments

No Assessments

Strengths

Be trustworthy, honest, and ethical	A
Show respect for self, others, and authority	A

Plan

Transition Needs	Methods			Agencies				Categories						Date Met	
	G	S	C	Sc	P	St	O	IN	RS	CE	DE	AL	DL		FE
Unassigned															
Have a positive work ethic A 															
Work well without supervision A 															
Solve problems using math skills A 															
Comprehend written information well A 															
Practice good citizenship A 															

A = View PDF of Ten Sigma Activities

2. Click on **Postsecondary Goals** to write new goals, edit and/or copy previous goals, when you are finished click **Submit**.
3. Click on **Assessments** to add assessments being used to develop the transition plan, when you are finished click **Submit**.
4. Click on **Strengths** to add to, or delete strengths from the transition plan, when you are finished click **Submit**.
5. When the teacher selects the student's Priorities/Needs on the "survey view results screen" and creates a plan, these selected Needs automatically appear in the Transition Needs section of the Transition Plan. These Needs will be "Unassigned" until the teacher selects a method(s) to meet the Need.
Click on **Transition Needs** to add or delete needs, select the Method, Responsible Agency(s), IEP Category(s) and the Date that need was met.

Lou Perez Transition Plan (2012-13-2) Transition Needs Help													
Add Needs and Tasks Submit Cancel Close													
Transition Needs	Methods	Agencies				Categories						Date Met	
Unassigned		Sc	P	St	O	IN	RS	CE	DE	AL	DL	FE	
Have a positive work ethic	G <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	S <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	C <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work well without supervision	G <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	S <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	C <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Solve problems using math skills	G <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	S <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	C <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comprehend written information well	G <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	S <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	C <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Practice good citizenship	G <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	S <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	C <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*Note: click to delete a Need or Task from the Transition Plan

A. **Add Needs and/or Common Tasks**, choose from the dropdown menu.

B. Under **Methods**, check which method or methods (annual goal, transition service, course) will be used to meet the Need.

C. Under **Responsible Agency**, check which agency or agencies is responsible to meet the Need (special ed., school, parent, student, voc. rehab., outside agency).

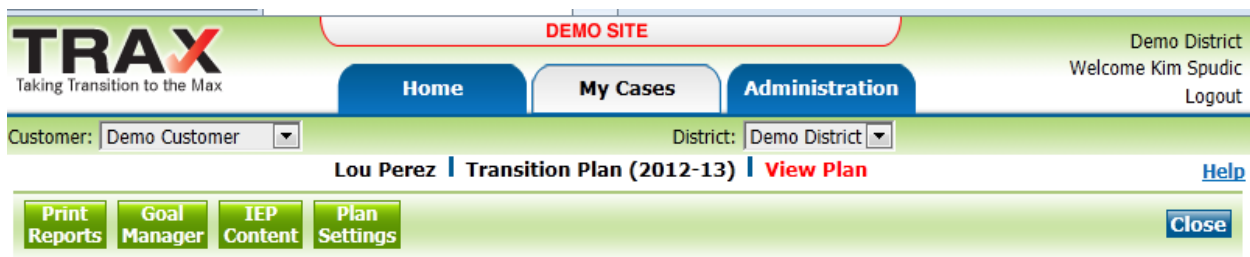
D. Under **Categories**, check which IEP category the Need falls in (rec. & leisure, community part., postsecondary, employment, independent living).

E. Under **Date Met**, enter the date the Need *was* met.

F. Click **Submit** when finished. The **Transition Plan is now complete!** To print the PDF version of the Transition plan click on **Print Reports** at the top of the screen and select the Transition plan link.

***Note:** Responsible Agency, IEP Categories, and/or Date Met is a District option to turn on or off. If any or all of these groups do not appear on the Transition Plan, they have been “turned off” by the District.

Other Buttons on the Transition Plan Screen



There are four main buttons in the banner at the top of the screen (Print Reports, Goal Manager, IEP Content, and Plan Settings).

***Note** the “Goal Manager” button will not appear until the method for a Need has been selected as “annual goal”.

Print Reports-

Print Reports
IEP Content
Plan Settings
Close

- [Transition Plan](#)
- [Yearly Transition Progress](#)
- [Multi-Year Transition Progress](#)

Clicking the Print Reports button allows the teacher to choose the report(s) to be viewed and/or printed.

Goal Manager-

Lou Perez | Annual Goal List [Help](#)

Manage Assessments
My Styles
My Templates
My Scales
Close

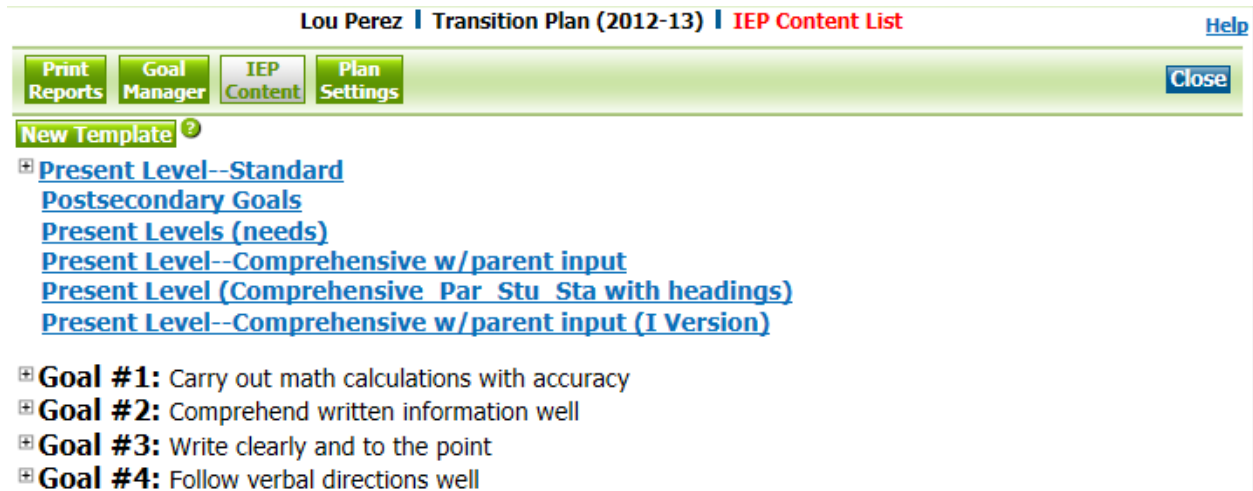
#	Goal Name	Rubrics	Define Goal Behavior	Annual Goal	Goal IEP Content	Data Collection
Transition Plan for Testing (2013-14)						
1	Maintain a home					
1	Comprehend written information well (use reading strategies to gather information)					
2	Comprehend written information well (understand what is read)					
2	Follow verbal directions well					
3	Recognize and count money (use money vocabulary)					
4	Use basic money skills (make a purchase in a store)					
Add Goals						

Clicking the Goal Manager button allows the teacher to write, add to, and/or edit the annual goals.

*Note: click to delete an Annual Goal

IEP Content-

Clicking the IEP Content button allows the teacher to generate and/or edit the content that will be copied and pasted into the IEP. Click on the template link and complete any dropdowns then click submit.



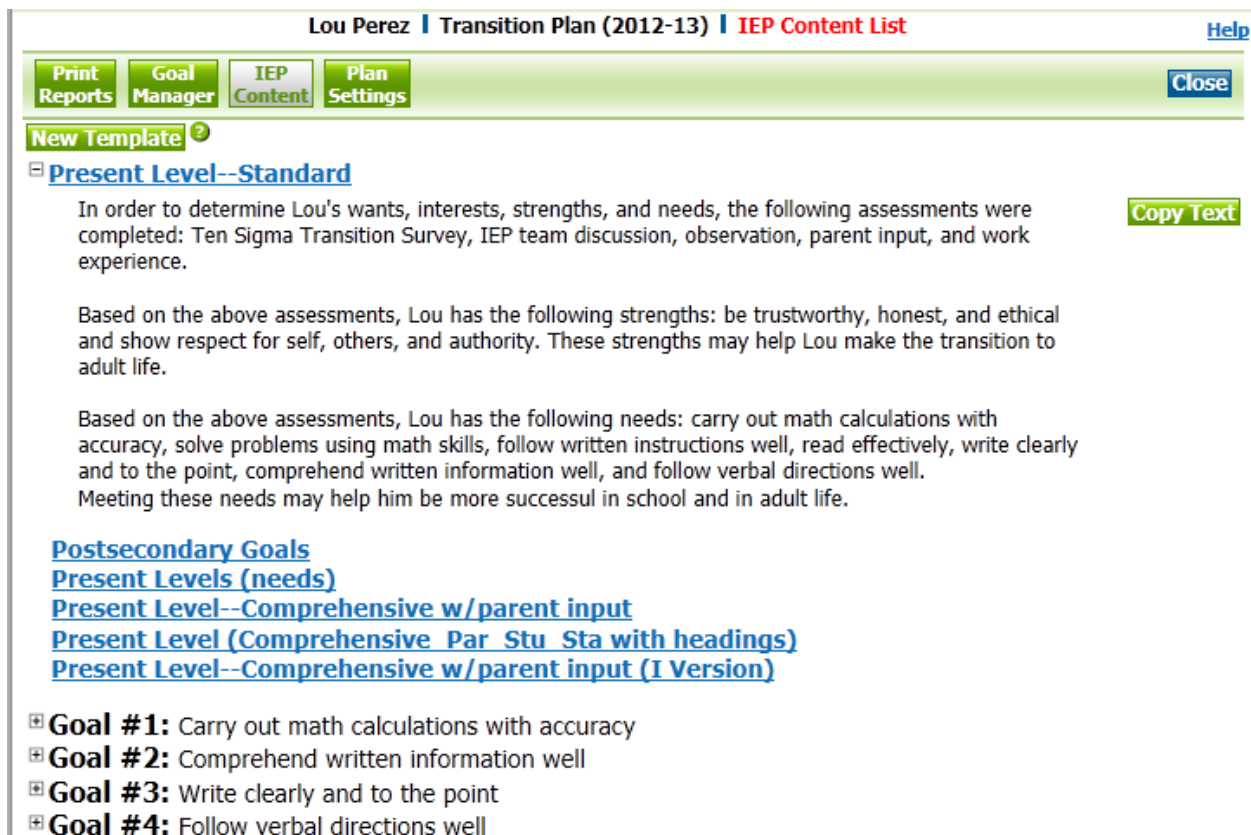
Lou Perez | Transition Plan (2012-13) | IEP Content List [Help](#)

[Print Reports](#) [Goal Manager](#) [IEP Content](#) [Plan Settings](#) [Close](#)

New Template [?]

- [Present Level--Standard](#)
 - [Postsecondary Goals](#)
 - [Present Levels \(needs\)](#)
 - [Present Level--Comprehensive w/parent input](#)
 - [Present Level \(Comprehensive Par Stu Sta with headings\)](#)
 - [Present Level--Comprehensive w/parent input \(I Version\)](#)
- [Goal #1: Carry out math calculations with accuracy](#)
- [Goal #2: Comprehend written information well](#)
- [Goal #3: Write clearly and to the point](#)
- [Goal #4: Follow verbal directions well](#)

Once the template has been completed and submitted, click the + sign in front of the template title to open the content to be copied and pasted into the IEP.



Lou Perez | Transition Plan (2012-13) | IEP Content List [Help](#)

[Print Reports](#) [Goal Manager](#) [IEP Content](#) [Plan Settings](#) [Close](#)

New Template [?]

- [Present Level--Standard](#)
 - In order to determine Lou's wants, interests, strengths, and needs, the following assessments were completed: Ten Sigma Transition Survey, IEP team discussion, observation, parent input, and work experience. [Copy Text](#)
 - Based on the above assessments, Lou has the following strengths: be trustworthy, honest, and ethical and show respect for self, others, and authority. These strengths may help Lou make the transition to adult life.
 - Based on the above assessments, Lou has the following needs: carry out math calculations with accuracy, solve problems using math skills, follow written instructions well, read effectively, write clearly and to the point, comprehend written information well, and follow verbal directions well. Meeting these needs may help him be more successful in school and in adult life.
 - [Postsecondary Goals](#)
 - [Present Levels \(needs\)](#)
 - [Present Level--Comprehensive w/parent input](#)
 - [Present Level \(Comprehensive Par Stu Sta with headings\)](#)
 - [Present Level--Comprehensive w/parent input \(I Version\)](#)
- [Goal #1: Carry out math calculations with accuracy](#)
- [Goal #2: Comprehend written information well](#)
- [Goal #3: Write clearly and to the point](#)
- [Goal #4: Follow verbal directions well](#)

Plan Settings

Lou Perez | Transition Plan (2012-13) | **Plan Settings** [Help](#)

Print Reports	Goal Manager	IEP Content	Plan Settings	Submit	Cancel	Close
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*Plan Name:

*IEP Anniversary Year (YYYY-YY):

*Plan Start Date:

*Plan End Date:

*Plan Status: ▼

[Submit](#) [Delete Plan](#) [Cancel](#)

*Clicking the Plan Settings button allows the teacher to edit the Plan Name, IEP Anniversary Year/School Year, Plan Start and End Dates and/or Status of the plan. * The plan can be deleted by clicking the "Delete Plan" button.*