

Dear Parents and Guardians:

As you know, you are an important member of the IEP team and we value your input in the IEP process.

This letter is to inform you that your child's upcoming IEP will contain transition components.

These components are required as part of your child's IEP by age 16 provided by law under WAC 392-172A-01190.

The following are definitions as they relate to this section of your child's IEP:

Post secondary goals – **Student centered/developed goals** in the areas of employment, training or post secondary education and independent living. These goals are to be completed by the student and reflecting life **after they have exited the Olympia School District and special education services.**

Transition Activities – Activities such as participation in a vocational class at school or at New Market Vocational Skills Center, curriculum based activities (resume /cover letter development) job shadows, volunteer experiences, Career Cruiser Interest Survey (completed by all 9th grade students –computer generated) , Student Vocational Interviews, Parent Surveys, etc. are designed to assist your student and other members of the IEP team in developing realistic post secondary goals. **These activities are dependent upon student aptitude, area of interest, preferences, strengths and needs.**

Course of Study – This section of the IEP is a list of coursework that supports your student's post secondary goals. For example, if your student would like to be employed as an auto mechanic, they may take an auto shop class, English class, Math class, etc.

Agency Linkages –A list of local or state agencies that your student or family will need to contact for support in the area of employment, training or independent living before or after exiting the Olympia School District. For example you may want to contact the Disabilities Support Coordinator at the college of your choice or you may want to contact the Department of Vocational Rehabilitation for employment support. **These are suggested resources and dependent upon your student's individual needs.**

Age Appropriate Transition Assessment – In this section student needs, interests, preferences and strengths are considered as part of the development of post

secondary goals. Transition activities which include career exploration components as well as student and family input are used in assessing these areas.

Summary of Performance This section is usually completed by the spring of your student's last year of special education services. This section outlines your student's functional performance in all areas and includes strengths and supports. It also outlines recommendations in regards to what the student may need in order to find employment or live as independently as possible.

Thank you again for all the support you provide to your student as we work together to provide appropriate transition services.

Pam Tebeau, Transition Coordinator