

For students 16 years and older and younger students, when appropriate, the IEP shall include an annual statement of needed transition services, including a statement of interagency responsibilities or linkages, necessary before the student leaves school. If a participating agency fails to provide transition services, the school district shall reconvene the IEP team to identify alternative strategies. Transition services are a coordinated set of activities, individual to each student's needs, preferences and interests, designed in an outcome-oriented process to promote movement from school to post-school activities including post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living or community participation.

The procedures to follow in developing an IEP are as follows:

- A. A student shall become a focus of concern when brought to the attention of the director of special education because of a suspected disability. Referral may come from parents, medical personnel, teachers and other interested persons.
- B. Within fifteen days after the parent has been advised that the student has become a focus of concern, the district will determine if there is good reason to assess.
- C. The district will notify the parent in writing of its decision within ten school days after deciding there is sufficient reason to assess.
- D. If the decision is to assess, the parent will be asked to give written permission for an assessment. Assessment shall be completed within thirty-five school days unless other time periods are arranged with the parent. If the decision is not to assess, then the parents will be advised, in writing, of the reason (s) for the decision.
- E. The district may request parental permission to make a temporary placement for diagnostic purposes (not to exceed thirty days) during the assessment period.
- F. The district shall assess students utilizing a multidisciplinary team or group of professionals including at least one special education teacher and at least one individual qualified to conduct individual diagnostic assessment in the area of the suspected disability. In assessment, the following safeguards shall be recognized:
 1. No single test instrument or single procedure shall be the sole criterion for determining the appropriate educational program for the student.
 2. All tests used shall be selected and administered so as not to be racially or culturally discriminatory.
 3. All tests used shall be valid for the specific purpose for which they are used.