

### **R 3-4-1 Individual Student Transition Plan**

The Individualized Student Transitional Plan shall cover grades nine through 12 and the first year beyond graduation from high school.

During the eighth grade year, the student, his/her parents and school counselor shall meet to develop a plan for grades nine and ten. The plan should be based upon previous career awareness experiences, exploration activities and a review of the student's ACT Explore results. The 8<sup>th</sup> grade guidance/advisement program will focus on teaching students and their parents to read the ACT EXPLORE student reports so that they may understand how to use the information provided within the Educational Planning and Assessment System (hereinafter EPAS) reports to transition to the level of performance required to meet the student's educational goals.

Each students, in consultation with his/her parents and school counselor or advisor selects a broad career cluster for exploration in grades nine and ten develops the Individualized Student Transitional Plan (ISTP) plan based upon the choice of a career cluster. The student shall designate an educational pathway (professional or skilled) at this time. Students may amend their plans at the end of any semester. The parents and student each sign and receive a copy of the plan.

For an eligible gifted student, a four-year education plan shall be developed during the eighth grade year by an IEP Team. The four-year education plan replaces the ISTP and shall include the honors and Advanced Placement classes (AP) and/or International Baccalaureate (IB) classes that must be provided in grades nine through twelve.

For eligible students with disabilities the ISTP is developed during the 8<sup>th</sup> grade by an IEP Team. The parent(s)/guardian and student each sign and receive a copy of the ISTP.

Students will designate a concentration by the end of their 10<sup>th</sup> grade year. This process is described in *Section 5.6.4. of SBP 2510*.