

## FINDING THE TIME TO CONDUCT TRANSITION ASSESSMENT

*A key component to transition is student involvement in the transition planning process and teaching self-determination skills to students served by special education. It takes approximately 20 to 40 minutes to have a student/case manager conference using the transition planning tool.*

**Place a ✓ on the strategies listed below that may fit your work schedule.**

	Map out the dates of the annual IEP meetings, by the month, for your caseload. (How many in August, Sept., etc). You already know the annual IEP Meeting date for each student.
	Identify the number of IEP meetings this month. Now you know the # of IEP Meetings to prep for each month. Which students have classes that match your planning period?
	Do not pull students out of co-teach classes, core classes, or classes in which they are failing. <b>Exception:</b> Email the teacher to find out if there is a class period in which the student could be out for 20 minutes. You may find the teacher in the English III or English III Co-Teach class will email that next Thursday (or 2 weeks from now) there is an activity scheduled the student has already completed or can miss. Document the conversation.
	Conference with students during Applied Skills or Zero Period Classes.
	Does the student have a PE, student-aide, or other course that may allow time to meet? Many sports have a “study time” when it rains or there are lapses in the schedule? For students in functional instruction classes, if you are the teacher responsible but not the teacher of record/case manager, plan with the student’s teacher so you and the teacher can meet with the student.
	Talk to students, you have observed coming to school early or staying late to “hang around”, to see if you can use that available time to meet with the student. Tell them you want to meet with them and will bring coffee/water, etc. Consider a “working lunch” option.
	Note: Plan ahead. (1) You know in August the # of students on your caseload. Send home the Parent Survey when beginning of the year papers are sent home to sign. You will get a better return rate. (2) For students who are able to complete the Student Survey independently, give them the survey to complete at the beginning of the year and return it to you. Then you can use the subsequent “Interview” time to ask questions, clarify, and write additional information on the Student Survey Form.
	What are your ideas?

Example: The teacher has a caseload of 18 students. Below is a chart of the number of annual ARD/IEPs per month. The number of students, to conference with regarding the annual IEP, is manageable if broken down by the month.

August – 5	Sept. – 4	Oct. – 2	Nov. – 2	Dec. – 0
Jan. – 1	Feb. – 0	Mar. – 1	Apr. – 3	May - 0

### Case Management for Transition:

- For the month with 1 IEP Meeting, check the schedule of the student to determine which class they have during your scheduled conference/planning period. If it is not a class when the student can be pulled, look at other schedule matches that can be used to complete the activity. Also consider a working lunch or before/after school if the student does not ride the bus or the bus arrives early.
- For the month with 5 IEP Meetings, again check student’s schedules for a common time to meet. Conduct the activities at the beginning of the month so the time does not “get away from you”. If the student is in an Applied Skills class, consider asking the teacher if there is time in the class schedule for the Applied Skills teacher to conference with the student using the Transition Planning Tool. **DO NOT** use this as a routine solution! Use this strategy only if there are 5 or more IEP Meetings in one month and you have tried all other alternatives to meet with the student.
- Consider sending student/parent surveys and other “fill in the blank” assessments at the beginning of the year, with other “beginning of the year” documents. The return rate is higher.