

Preparing for a Middle School Transition IEP Meeting

CHECKLIST

√ Completed	Activity
	1. Send Letters/forms home to parents: The case manager/teacher needs to send the “Letter of Introduction”, Parent Interest Inventory and send the “Transition Agency Request Letter” to the parents, if appropriate. (This should be done in September of each year) Be sure the assessments are stored in the student’s transition assessment folder.
	2. Contact by phone, if consent not returned: If parent does not return agency consent form or assessments, contact the parent by telephone and record the results. (Keep trying). Keep a record of the contacts in the telephone/email communication logs. Note, if email does not work, call the parent.
	3. Notify the ISD person who works with the agencies: When the agency consent form has been returned or you obtained telephone consent or refusal from the parent, be sure to document this in the IEP deliberations. If it is appropriate, who invites the agency to the IEP for your middle school?
	4. Conduct Student Interviews: Case manager/teacher conducts student interview and reviews the results of the transition assessment with the student, including the ISD Gen Ed Vocational Assessment results. Records student input to the IEP Meeting using the “Transition Planning Guide”. Review the student’s Graduation Plan with aligned courses & discuss the course of study for the IEP.
	5. PLAAFPS for Transition: Ensure strengths, needs, preference and interests are recorded by case managers. Ensure measurable postsecondary goals (MPG) for transition, and the annual goal that facilitates the MPG are written correctly.
	6. Complete Draft Transition Pages: Ensure case manager/teacher completes the (SPED Software) “draft” IEP Supplement: Transition Needs pages (Part I and Part II)
	7. Ensure transition “draft” is legally correct: Transition Needs pages (Part I and Part II) are legally correct and compliant with Indicator 13.
	8. Student Invitation: Ensure the “transition age” student is given an invitation to the IEP meeting. (Diagnostician or ARD Facilitator will give teacher the forms)
	9. Agency Information: Pull agency brochures to give the parent and student that match the information needs for the student by disability and individualize information needs. For students with ID/D, also give the 5-column Waiver List explanation.
	10. Student/parent involvement in the IEP: During the IEP meeting, provide opportunities for student and parent input.
	11. IEP Meeting Deliberations: Record parent consent or decline to invite the agency. If consent given, document the agency was invited and “attended” or “was unable to attend but information and brochures were provided to the parent”.
	12. After the IEP Meeting: (1) Ask the parents of students with intellectual disabilities to stay if they would like assistance applying to state agencies for services or to apply for the DADS Waiver List funding. (2) Identify the person responsible for monitoring the IEP progress. Get the student involved using a student-monitored IEP model. Ensure the coordinated set of activities are implemented, along with the goals and objectives for transition services.