

High School Planning for Postsecondary Education and Post-School Employment Transition Services

GRADE	STUDENT	PARENT	TEACHER/CASE MANAGER	COUNSELOR
7th Grade or Age 13	(1) Complete transition interview. (2) Complete interest assessment. (3) Self-Determination activities. (3) Begin to investigate future postsecondary goal options. (4) Student-monitored IEP	1) Encourage attendance. (2) Monitor the young adult's grades and school success. (3) Encourage participation in extracurricular activities. (5) Attend the ARD. (6) Help youth to meet IEP goals and objectives. (6) Help youth to participate in activities to reach the postsecondary goals on the Transition Services page.	(1) Teacher/Case Manager assist and support the student in his/her participation in the SL-IEP process. (2) Review transition assessment results with the student. (3) Following the review of the results, have the student identify his/her strengths, preferences and interests. (4) As the student their "needs" to meet their goals.	(1) Ensure students served by special education are included in all general education meetings and information dissemination regarding transition to high school, course credit needs for graduation, discussions of the Minimum, Recommended, and Distinguished Plans, and discussion of Career Clusters for course planning.
8th Grade or Age 14 or 15	(1) Complete transition assessment. (2) Conduct student/case manager interview. (3) Use the 4-Yr Plan to select courses for graduation requirements and post-school goals. (4) Self-determination activities. (5) Student-monitored IEP.	Encourage attendance. (2) Monitor the young adult's grades and school success. (3) Encourage participation in extracurricular activities. (5) Attend the ARD. (6) Help youth to participate in activities to reach the postsecondary goals on the Transition Services page.	(1) Include the transition service page for the IEP for students 15 or 8 th grade, whichever comes first. (2) Review transition assessment and obtain student input. (3) Assist students in preparing to participate in the ARD using SL-IEP process.	(1) Work with all 8 th grade students including those served by special education to explain the career clusters and the 4-Year Plan. (2) Assist all students including special education to develop the high school 4 or 6-Year Plan during the 8 th grade so the student is ready for Day 1 of high school.
Freshman	(1) Complete transition assessment. (2) Conduct student/case manager interview. (3) Use the 4-Yr Plan to select courses for graduation requirements and post-school goals. (4) Self-determination activities. (5) Student-monitored IEP.	(1) Encourage attendance. (2) Monitor the young adult's grades and school success. (3) Encourage participation in extracurricular activities. (4) Attend college and career night with your youth. (5) Attend the ARD. (6) Encourage summer and seasonal employment. (7) Help youth to participate in activities to reach the postsecondary goals on the Transition Services page.	(1) Work with students to prepare the draft transition service page of the IEP. (2) Assist and support student to conduct a SL-IEP meeting. (3) Work with the student to monitor the annual goals for transition.	(1) Be sure to include students served by special education in information sessions for postsecondary education, CTE placements, and PSAT preparation and testing. (2) Promote the inclusion of students served by special education in clubs, organizations, and extra-curricular opportunities.

GRADE	STUDENT	PARENT	TEACHER	COUNSELOR
Sophomore	(1) Complete transition assessment. (2) Conduct student/case manager interview. (3) Use the 4-Yr Plan to select courses for graduation requirements and post-school goals. (4) Begin to identify future employment interest and colleges or training opportunities to reach the goal. (5) Self-determination activities. (6) Facilitate Student-Led IEP Meetings. (7) Implement Student-monitored IEPs.	(1) Encourage attendance. (2) Monitor the young adult's grades and school success. (3) Attend the citywide job fair with your youth to encourage jobs with high expectations. (4) Attend college and career night with your youth. Visit different tables than last year. Look for the TWC-VR table or session. (5) Attend the ARD. (6) Encourage summer and seasonal employment. (7) Monitor the youth's grades and progress reports. (8) Help youth to participate in activities to reach the postsecondary goals on the Transition Services page.	(1) Work with students to prepare the draft transition service page of the IEP. (2) Assist and support student to conduct a SL-IEP meeting. (3) Work with the student to monitor the annual goals for transition. (4) Encourage students to obtain jobs during winter break and summer holidays to promote positive post-school results for the student. (5) Utilize the Go-Centers or similar services to assist students in applying for jobs and investing college.	(1) Be sure to include students served by special education in information sessions for postsecondary education, CTE placements, and PSAT preparation and testing. (2) Promote the inclusion of students served by special education in clubs, organizations, and extra-curricular opportunities. (3) Utilize the Go-Centers or similar services open to all students to assist in applying for jobs and investigating college.
Junior	1) Complete transition assessment. (2) Conduct student/case manager interview. (3) Use the 4-Yr Plan to select courses for graduation requirements and post-school goals. (4) Take the SAT/ACT. (5) Identify what type of job desired for after high school or college preferences. (6) Self-determination activities. (7) Implement Student-Led IEP Meetings. (8) Student-monitored IEP.	(1) Visit community colleges, universities or trade schools of interest with your youth. (2) Attend the ARD. (3) Encourage summer and seasonal employment. (4) Encourage volunteer work. (5) Monitor your youth's grades, attendance, and progress reports. (6) Help youth to participate in activities to reach the postsecondary goals on the Transition Services page.	(1) Work with students to prepare the draft transition service page of the IEP. (2) Assist and support student to conduct a SL-IEP meeting. (3) Work with the student to monitor the annual goals for transition. (4) Encourage students to obtain jobs during winter break and summer holidays to promote positive post-school results for the student. (5) Ensure students participate in SAT/ACT/TSI testing. (6) Utilize the Go-Centers or similar services to assist students in applying for jobs and selecting colleges.	(1) Ensure students participate in SAT/ACT preparation sessions and testing. (2) Ensure students served by special education understand that MANY students retake the SAT/ACT to get higher scores. (3) Ensure students served by special education obtain information on community college/university summer programs for high school students. (4) Utilize the Go-Centers or similar services to assist students in applying for jobs and selecting colleges.

GRADE	STUDENT	PARENT	TEACHER	COUNSELOR
Senior	<p>(1) Complete the TWC-VR application and eligibility meetings. (2) Apply to 3 colleges. (3) Apply for services at the college/trade school office for counseling/disability services. (4) If employment is the interest and not postsecondary education, apply at the Texas Workforce Commission. (5) Self-determination activities. (6) Student-Led IEP Meetings. (7) Student-monitored IEP.</p> <p>NOTE: 18+ Adult Transition Services are not on the high school guidance document. 18+ is not high school!</p>	<p>(1) Ensure your youth applies for college or trade school in the fall semester. (2) Ensure you and your youth complete the application and meetings for TWC-VR services in the fall of the senior year. (3) Ensure your youth provides documentation for accommodations at the college/trade school of choice. (4) Help your youth complete the college application and FAFSA application. (5) If your youth plans to move straight into employment, go with your youth to the Texas WorkSolutions to learn how to use the computers and job search equipment. (6) If employment is the goal, have your youth apply for 3 jobs that offer opportunity for advancement. (7) Help youth to participate in activities to reach the postsecondary goals on the Transition Services page.</p>	<p>(1) Assist the student in preparing for the final SL-IEP meeting. (2) Fall semester: complete the TWC-VR paperwork to become a client. (3) Take the COMPASS, or the accommodated TSI, if needed. (3) Fall semester - work with counselors to provide support to students to complete the "Common Application" process to attend college. (4) Fall semester - work with the student, parent, and diagnostician to assist students who enrolled in college to obtain the required documentation to send to the office of disability studies at their chosen school. (5) encourage students to work outside of school. (6) For students without plans to attend college, partner with their parent to ensure the student begins during Winter break and spring semester to obtain a job prior to graduation. (7) Utilize the Go-Centers to assist students in applying for college, financial aide, and/or post-school employment.</p> <p>ALL POST-SCHOOL APPLICATIONS, TWC-VR, ETC should be completed during the fall semester, even if the student plans to attend a community college.</p>	<p>(1) Assist students in applying for college. (2) Assist students to apply for scholarships, financial aide, etc. (3) Assist students in looking for scholarships and grants specific to their chosen field, ethnicity, and/or disability. (4) Ensure students served by special education are included on field trips to colleges and universities, as well as on-campus events. (5) Work with special education staff to ensure students served by special education utilize the Go-Centers to assist students in applying for college, financial aide, and/or post-school employment. (6) Assist students served by special education to take the COMPASS, or the accommodated TSI, if needed.</p>