



Transition Checklist for Administrators

Step 1: Campus-Level Components *(What you should see before an IEP Meeting)*

- Although all special education staff has responsibilities for transition, one person monitors transition results for the campus and one campus administrator is assigned the oversight responsibility.
- Students served by special education participate in general education vocational testing.
- The general education counselor reviews gen. ed. vocational testing results of all students.
- The general education counselors work with all students to apply to colleges.
Assist all students, who want to attend college, to prepare for and take the SAT, ACT, and/or THEA/TSI, depending on which is required by the institution of preference.
- Transition assessment and IEP planning with the student occurs prior to the IEP meeting.

Step 2: The Individual Education Plan (IEP) Meeting *(What you should see during the IEP Meeting)*

- The IEP meeting begins with the discussion of the postsecondary goals, of the student, for Transition. The student and parents attend and participate in the IEP meeting as a partner with input. *(This goes beyond answering questions.) Utilize the Student-Led IEP Meeting strategy.*
- A "student input process" is evident during the meeting. The Sped Teacher has input process for any student who is unable to attend the IEP meeting.
- Career & Technical Education teachers attend the IEP meeting if the student participates in CTE or there is a consideration of CTE participation.
- The individual 4/6-Year Plan is reviewed and updated at each IEP meeting to ensure courses represent the student is on track for graduation and to meet his or her postsecondary goals for Transition Services.
- The IEP goals and objectives and/or deliberations page of the IEP document contain evidence of annual goal(s) that facilitates the postsecondary goals for Transition.
- Agency connections are evident in the IEP meeting through (1) agency participation in person, by speakerphone, or an agency meeting was already held or scheduled for the future. (2) Agency invitations were sent at least 30 days in advance of the IEP Meeting. (4) Agency information is specific to the postsecondary goals of the student (not a brochure)
- At the end of the IEP meeting, the committee reviews the IEP using this framework: (1) Does the IEP assist the student in benefiting from instruction, (2) Is the IEP designed to facilitate the student to be on track for graduation, and (3) Is the IEP designed to assist the student to meet his/her postsecondary goal(s) for Transition to post-school life?

Step 3: Transition Planning Follow-Up **(ALERT- this is the IEP implementation!!!!)**

- Does the case manager monitor the implementation and success of the IEP, including Transition Services?
- Does the student continue to be on track for graduation and to meet his/her postsecondary goals? Is the VR (Vocational Rehab Services under Texas Workforce Commission) counselor meeting with freshmen and sophomores to obtain information about future options and services? Are juniors and seniors completing the application process with VR to provide supports for employment and/or postsecondary education? What do parents know and do to help?
- Did seniors, with postsecondary education/training goals, apply to the university/community college(s) by the end of fall semester? Complete FAFSA?
- Did seniors work with the campus special education department to apply to the college office of Support Services/Disability Services and submit the necessary paperwork to apply for accommodations by February of the senior year?
- Seniors: Does the Summary of Performance (SOP) include input from the student and parent? Does the SOP include recommendations from adult agency service providers to assist the student to meet their postsecondary goal(s)?
- Seniors: Does the student have an acceptance document from a postsecondary institution or have a "job with a future", BEFORE GRADUATION DAY, that enables the student to transition from high school to adult life and the student's postsecondary goal(s)? State Performance Plan Indicator 14 results should be achieved through effective services and not occur by accident after completing public school.