

Preparing for a Middle School Transition ARD 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 “Transition Agency Request Letter” to the parents. (This should be done in September of each year) Be sure this documents are in the green transition folder prior to the ARD Meeting.
	2. Contact by phone if consent not returned: If parent does not return agency consent form, contact the parent by telephone and record the results. (Keep trying). Put the parent log regarding transition communication in the green Transition Folder. Contact Janice Johnston immediately if continued effort are not successful.
	3. Notify Janice and send returned forms or contact log: When the consent form has been returned or you obtained consent or refusal from the parent, send a copy of the signed form or telephone contact results to Janice Johnston along with the ARD date. Janice will invite the agency to the ARD for the 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 KUDER. Records student input to the ARD Meeting using the “Transition Planning Guide”. Review the student’s 4-Year Plan and discuss the course of study for the ARD meeting.
	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 (SEAS paper) “draft” ARD 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 ARD meeting. (Janice will give you these 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 intellectual disabilities, also give the 5-column Waiver List explanation.
	10. Student involvement in the IEP: During the ARD meeting, allow for student input.
	11. ARD Deliberations: record parent consent or decline to invite the agency. If consent given, document the agency was invited by Janice and “attended” or “was unable to attend but information and brochures were provided to the parent”.
	12. After the ARD: 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.