## Transition Checklist: By age 14 and through Completion of High School



Address Transition at every ARC Annual Review – at least! Transition can be considered at every ARC meeting – ARC meetings that cover other issues may, possibly, relate to transition in some way. Be aware of that and document connections if needed. (You can always mark purpose of the meeting – transition along with any other purpose.)

	Complete student survey
	Complete parent survey
	Identify/Administer any Transition Assessments needed to develop transition planning
	(what information is missing? Choose formal & informal data sources to learn about the
	student) Recommendation: Use the My Goals After High School Checklist
	Help/Reference: Step-by-Step documents and Transition Assessment Notebook - note each area to be assessed –
	see divided sections.  When applicable, Discuss eligibility for certificate of attainment/completion —
	(document discussion in conference summary and file eligibility in due process file at
	each annual review)
	Discuss transition FIRST in all ARC meetings
	Have ILP at all ARC meetings
-	Invite student and parent
	Develop/review multi-year course of study
	*
	ANYTIME at ANY AGE you have a student who doesn't know what h/s wants to do, or has no idea for their future pertaining to post high school goals, you need to write a career exploration goal: Voc/PL (2.36); write additional career development and awareness goals: Voc/PL 2.37 and 2.38 as required by KAR 4:060 for all students.
	Records need to show student individuality!!! (Avoid
	copy/paste and "one size fits all" transition planning.) <b>DO NOT</b> duplicate the transition PLEP statement from year to year! <b>NEVER</b> leave the transition PLEP blank!!!!!!!!!

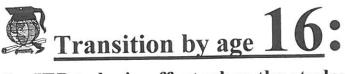
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#### (Student may be 13) ... through age 15 ...

 <u>Invite the student</u> on the notice to the annual review
 Indicate on the notice; one purpose of the meeting is to "discuss post-secondary transition needs"
Provide notice to parent of the Transition IEP meeting, indicating that the student will be invited to attend and the purpose of the meeting is the development of a statement of transition service needs.
 Review the previous IEP or Transition IEP.
Develop post-school outcomes statements on the Transition IEP.
 Begin the IGP/ILP (Note where to locate a copy of this/maintain a copy in the due process file? – District decisions.)
 Develop a statement on the Transition IEP of transition service needs that focuses on course of study (description of instructional program and experiences). Complete the multi-year course of study – designed from where they are now through exiting high school - (Coursework should be compatible with student's strengths, preferences, interests, abilities, etc. – not random scheduling) This may change from year to year. May use ILP, IGP or other document that allows for a multi-year plan.
 Copy of Multi-Year Course of Study in the Due Process File
 Document the diploma decision (standard or certificate of attainment). (Note: this requirement must be addressed in the IEP or Transition IEP developed during the student's 8 <sup>th</sup> grade year or the Transition IEP developed during the year of the student's 14 <sup>th</sup> birthday, whichever occurs first. Document discussion in conference summary and file eligibility in due process file at each annual review)
 Document provisions of instruction or information for the student in the area of self-determination – to effectively participate in the Transition IEP meetings and advocate for self.

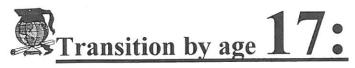
Address transition <u>needs</u> in the IEP through the PLEP statement (This statement should be a profiled description of the student, what their strengths, interests, preferences are and where they may/will need support in the future as they learn in school or work at a job. This statement is developed based upon the students vision of where he wants to go for postsecondary education or training, where he wants to work, where he wants to live and what he wants to do in his community. Assessment data supports what you write here.)
 If the student does not attend the ARC - plan and document (conference summary) how the student is participating in transition planning, what other steps were taken to ensure that the student's needs, preferences and interests were considered in the process of developing the IEP.
 Obtain a signed release of information from the student's parent prior to inviting agency representatives to attend the Transition IEP meeting.
 Obtain a signed release of information from the student's parent prior to sharing written information with agency representatives.
 Ensure that each member of the Transition IEP team contributes relevant information about the student and assists in developing the Transition IEP.



### "For the IEP to be in effect when the student is 16", (Student may be 15 or younger)

	<u>Invite the student</u> on the notice to the annual review
	Secure Permission to invite any agency/other representatives to the ARC (file permission in due process file – check with Director of Special Ed on what form to use for permission)
	Include agency name on notice <u>after</u> receiving permission to invite/share information
	Ensure that the student's parent has signed a release of information form prior to sharing written information with agency representatives.
	Note on the notice – (re: other) - "not needed at this time" if agency reps. are not being invited or are not needed yet (write justification in Conference Summary is adult service agency(ies) is not invited).
	Indicate on the notice one purpose of the meeting is to "discuss post secondary transition needs"
	Review and Update the IGP/ILP (Note where to locate a copy of this/maintain a copy in the due process file? – District decisions.)
	Review and Update student survey
	Review and Update parent survey
	Update/develop desired post-school outcome statements (Education or Training and Employment; Independent Living if needed) on transition page of the IEP.
	Update statement on the Transition IEP of transition service needs that focuses on courses of study (in PLEP).
( <del></del> )	Review and Update, if needed, the Multi-Year Course of Study (document procedure in the Conference Summary)
	Document/Write post secondary transition goals to the IEP in the areas of:  1 education/training (required)  2 employment (required)

3. <u>and, as needed,</u> independent living (If not needed – statement should be made in PLEP example: "Based on assessment, Mary is not in need of independent living support/goals at this time." Be able to back that statement up with documentationuse independent living section in your assessment notebook©)
 Document transition <u>services</u> (this is the linkage box of SETS/ IEP), list activities and services that support each of the (3) post secondary goals.
 Address transition needs in the IEP through the Present Level (This statement should be a profiled description of the student, what their strengths, interests, preferences are and where they may/will need support in the future as they learn in school or work at a job.)  Assessment data supports what you write here.
 When appropriate, develop statement of agency responsibilities or any needed linkages.
 Document provisions of instruction or information for the student in the area of self-determination – to effectively participate in Transition IEP meetings and advocate for self.
(When appropriate) Discuss eligibility for certificate of attainment/completion – (document discussion in conference summary and file eligibility in due process file at each annual review)
 If one or more agencies invited to send representatives to the Transition IEP meeting do not do so, document other steps taken to obtain their participation.
 If an agency fails to provide transition services described in the Transition IEP, reconvene the Transition IEP team to identify alternative strategies to meet the student's transition objectives.
 Follow up with agency representatives if an agency representative was unable to attend the Transition IEP meeting to obtain a commitment from the agency to provide or pay for needed transition services; document steps taken.
 Follow up with agency representatives if an agency representative did attend to ensure that appropriate information was provided to the agency and that services have been initiated or continued as indicated on the Transition PLEP.



#### Add the following in addition to listings for age 16:

 Discuss and document if the student will take more than 4 years to receive a diploma (Communicate with district Director of Sp Ed. the decision to take more than 4 years to receive diploma)
 Document the date the parent was informed that rights transfer to the student at age 18.
 Inform the parent and the student of the rights that will transfer to the student, at least one year prior to the student's 18 <sup>th</sup> birthday.
Document on the Transition IEP that the parent and the student have been informed of the rights that will transfer to the student (document discussion in conference summary).

#### through the year the student exits high school:

	Address notice of ARC to the student
	Include parents as other(s) invited to ARC (unless parents have obtained guardianship over the student)
	Provide the parent and student a notice regarding the transfer of rights when the student attains his or her 18 <sup>th</sup> birthday.
	Provide the student's parent with all notices required by IDEA.
	Include a copy of guardianship document in the due process file, where applicable
	Secure Permission to invite any agency/other representatives to the ARC (file permission in due process file – check with Director of Special Ed on what form to use for permission)
	Include agency name on notice after receiving permission to invite/share information
	Review and Update the IGP/ILP
	Review and Update student survey
	Review and Update parent survey (optional, unless guardian)
	Review and Update, if needed, the Multi-Year Course of Study (note criteria for action in Conference Summary)
(	Continue to address transition needs in the IEP through the Present Level
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 Document transition <u>services</u> (this is the linkage box of SETS/ IEP), list activities and services that support each of the (3) post secondary goals.
 Document interagency linkages if needed (write or check box marked N/A and write justification for not inviting adult service provider(s) in the conference summary.
 If the student does not attend the ARC - plan and document (conference summary) how the student is participating in transition planning and in the process of developing the IEP.
 Continue to discuss and document if the student will take more than 4 years to receive a diploma.
(When appropriate) Discuss eligibility for certificate of attainment/completion yearly
 If the student does not attend the ARC - plan and document (conference summary) how the student is participating in transition planning and in the process of developing the IEP.
 If one or more agencies invited to send representatives to the Transition IEP meeting do not do so, document other steps taken to obtain their participation.
 If an agency fails to provide transition services described in the Transition IEP, reconvene the Transition IEP team to identify alternative strategies to meet the student's transition objectives.
 Follow up with agency representatives if an agency representative was unable to attend the Transition IEP meeting to obtain a commitment from the agency to provide or pay for needed transition services; document steps taken.
Follow up with agency representatives if an agency representative did attend to ensure that appropriate information was provided to the agency and that services have been initiated or continued as indicated on the Transition PLEP.

# Last Semester

#### before exiting public high school:

Conduct a meeting with the student (may or may not be an ARC) to complete SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (SOP)(Use district forms)
 Student is provided with a <u>copy</u> of materials that produce the SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (SOP)
File SOP (Keep original paperwork - Check with district on where to keep this information)
 Student and/or legal guardian, and school representative, sign for receipt of SOP
 Assist the student in completing the KY In-School Transition Survey (KISTS)
 Secure contact information for One-Year-Out surveying