

BRUSH COUNTRY CO-OP

PRE-MEETING TRANSITION CHECKLIST

A statement of needed transition services: The term “transition services” means a coordinated set of activities for a child with a disability that [34 CFR 300.43 (a)] [20. U.S.C. 1401(34)]:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment) continuing and adult education, adult services, independent living, or community participation.
- Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interest; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisitions of daily living skills and functional vocational evaluations.

Transition must be addressed before the eligible student’s 14th birthday

Prior to age 14, appropriate state transition planning under the procedure adopted under TEC 29.011 must begin for a student not later than when the student reaches 14 years of age.

The district will provide on an annual basis information about transition planning to each student receiving special education services. Beginning not later than the first IEP (ARD) to be in effect when the child turns 16, or younger if determined appropriate by the IEP (ARD) team, and updated annually thereafter, the IEP (ARD) must include:

- ❖ Appropriate measurable postsecondary goals based upon age-appropriate transition assessment related to training, education, employment, and where appropriate, independent living skills. [34CFR 300-320(b)(1)]
 - ❖ The transition services (including courses of study) needed to assist the child in reaching those goals. [34CFR 300-320(b)(2)]
- ☐ Transition information brochure has been mailed/given to student; **AND**,
 - ☐ Transition information brochure has been mailed/given to parent

Projected Course of Study:

- ☐ Arts and Humanities
- ☐ Business and Industry
- ☐ Multidisciplinary
- ☐ Public Services
- ☐ STEM (Science, Technology, Engineering and Math)
- ☐ Foundation High School Program
- ☐ Distinguished Level of Achievement
- ☐ VAC Vocational Adjustment Coordination (paid)
- ☐ Work Based Instruction (non-paid)
- ☐ Other _____

Secondary Transition needs at this time:

- ☐ General Education Instruction
- ☐ Special Education Instruction
- ☐ Vocational Assessment- Special Ed. Student
- ☐ Invitation to meeting- ☐ Parent **and** ☐ Child
- ☐ Consent for Release of Confidential Information Form
- ☐ Consent for Vocational Testing
- ☐ Transition Supplement Form
- ☐ Coordinated Set of Activities Form (Action Plan)
- ☐ Completed Four Year Graduation Plan
- ☐ Invitation to Outside Agencies: _____
- ☐ Transition: Follow Up Assessment
- ☐ Pre-Employment Skills
- ☐ Verify Guardianship
- ☐ Assisted Living (group home)
- ☐ Self Help Employability Skills (SHES Profile)
- ☐ Transition: Parent Survey
- ☐ Transition: Student Interview
- ☐ Transition: Student Interview
- ☐ Community Activities (4H, Church, etc)
- ☐ Graduation Supplement Form
- ☐ Transition: Summary of Performance
- ☐ Other: _____