

# Ventura County Transition Project

## TEACHER'S CHECKLIST

### FOR POST-SCHOOL TRANSITION PLANNING

#### Before the meeting:

- Did you work with the student prior to the IEP meeting to assist him/her in articulation of his/her dreams and goals? (*career surveys, checklists, interviews, etc.*)
- Did you prepare the student to participate in the IEP meeting?
- If the student has a Transition Portfolio, did you work with him/her to put in evidence of their career activities?
- Did you invite the student to the IEP meeting?
- Have you informed the student (*prior to the 17<sup>th</sup> birthday*) that all special education rights will transfer to him/her at 18?
- Did you reach out to other agencies as appropriate to attend or give input? (*see list on reverse*)

#### During the meeting:

- Did you make every effort to keep the meeting positive and student-focused while the student was present, assisting him/her in speaking up for him/her self?
- If the student has a Transition Portfolio, did you encourage him/her to share it with the team to demonstrate career interests and activities?
- If the student was not able to attend, did you bring documentation of his/her dreams/goals?
- Did you note the dreams and goals on the transition page?
- Did you note present levels of performance regarding vocational and community needs on the present levels of performance page?
- Did you note barriers related to the disability that need to be addressed for the student to achieve the dreams and goals in the "Transition Needs" section?
- Did you note the "Course of Study" and is the course of study reflected in the entire IEP through schedule, services, goals and objectives, and accommodations?
- Did you fill in activities under Instruction, Community, Employment and Other Post-School Living Objectives, Acquisition of Daily Living Skills and Functional Vocational Evaluation as appropriate for 16 year olds and older?
- Did you write goals/objectives for any activities that need ongoing instruction?
- Did you note anticipated dates of completion for activities?
- Did you note any DIS services (*related services*) that the student may need in order to accomplish transition activities? (i.e. *speech and language, transportation*)
- Did you note any needed agency referrals?
- If an agency representative was unable to attend, did you note their input and how it was obtained?

#### After the meeting:

- Did you keep a record of anticipated dates for completion of transition activities and monitor their completion?
- If another agency failed to provide services they agreed to, did you speak to your administrator regarding reconvening the IEP to address the need another way?

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**TRANSITION MATERIALS AVAILABLE FOR TEACHERS AT SELPA- ALL ON OUR WEBSITE AT [www.venturacountyselpa.com](http://www.venturacountyselpa.com)**

- "A Parent's Guide to Transition Planning" brochure (English and Spanish)
- "Going to College. . . or Thinking About it"
- "A Teacher's Guide for Transition Portfolios"
- "Adult Services Resource Directory"
- "Cool Stuff" for Teaching Transition- Resources for Teachers

*Available for free to secondary teachers (also available to families) Call (805) 482-2353*