

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 assessments and transition counseling*)
- 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 career activities?
- Did you invite the student to the IEP meeting?
- Have you informed the student (*prior to the 17th 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 page 3 of Exit Summary for local agencies*)

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 for Post-Secondary outcomes?
- Did you note the dreams and goals under Post-Secondary outcomes on the transition page?
- Did you develop Post-Secondary outcomes in the areas of Training/ Education & Employment, and if appropriate Independent Living?
- 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, and did you indicate any specific courses needed for the desired Post-Secondary outcomes?
- Did you write at least two Annual Goals related to transition?
- Did you note at least 2 transition services to support the goals?
- Did you note activities, location and person responsible for the services?
- Did you note any 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 report progress on transition goals along with all other IEP goals?
- Did you continue to "check in" with student on transition outcomes, and provide opportunities for Career Exploration and/or try out if appropriate?

Provided by: Ventura County Transition Project
Fran Arner-Costello, Director of Programs & Services
Ventura County SELPA
(805) 437-1560
farnerco@vcoe.org

TRANSITION MATERIALS AVAILABLE FOR TEACHERS AT SELPA- ALL ON OUR WEBSITE AT www.venturacountyselfa.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"

And visit our website for "Transition to Adult Life" for many other resources!

Available for free to secondary teachers (also available to families) Call (805) 437-1560

REVISED 11/24/10