**Transition Checklist**

**Prior to each ARC to develop a new IEP:**

* **Use a career assessment tool to assess their career aptitudes/interests. Most high school students have now completed Careerscope. If not, they should prior to their next annual review. Print out their Careerscope report to include in their transition folder. CITE and VASCO questionnaires are also available. There are many on line tools available to use. Please choose the most appropriate additional assessments. It is a requirement to use an age appropriate career assessment.** [**http://www.wvabe.org/cite.htm**](http://www.wvabe.org/cite.htm)
* **Have students complete Student Survey and “My Goals After I Graduate from High School”**
* **Send home parent survey. Parents may elect not to return them. Document your efforts to obtain parent input.**
* **Update or begin development of Multi-Year Course of Study, which includes all credits required for graduation. This should be printed from the ILP or the students could go ahead and list (in pencil) all of the courses they plan to take their 4 years of high school. These should be listed near the top of the page on the portion that looks like the old IGP. The bottom portion of that page is a check sheet to assist in keeping track of what credits they have completed and what they still need in order to graduate. Both sections need to be updated prior to the meeting.**
* **Meet with the student and go on line to access their ILP to review the information included there. PLAN/ACT/KPREP scores can also be accessed there. You will need to contact the guidance office to make sure you are given access to your students’ ILPs. You will need each students ID and password.**
* **Make sure have a pre-conference with your students before their ARC to prepare them for their participation in the meeting and discuss their post-secondary goals with them.**
* **The pre-conference with the students is very important in being able to demonstrate student preferences were considered and to show their participation even if they happen to be absent on the day of the ARC. That is why is it best to plan to do this a few days or a week in advance of the meeting.**
* **Be sure you have a well-developed present level of performance related to transition. Transition at the high school level is and should be the most important thing we do. The information in this section should drive everything else on their IEP because the ultimate goal is a successful transition.**

**Include the following information related to their present level of performance:**

* **State student’s age and grade level**
* **Do they plan to graduate?**
* **Include results of interview, interest inventory, surveys, career assessments**
* **Plans for post-secondary education/training? Major?**
* **Will they live independently or require supports?**
* **Do they have their permit or driver’s license? Will transportation be an issue?**
* **State student strengths-work ethic, attitude, attendance, etc.**
* **Include results of PLAN/ACT/ASVAB**
* **Any work experience? Participation with CBWTP?**
* **What do we need to provide for student in order to assist them in reaching their-post secondary goals?**
* **On the conference summary, it is usually best to check the box that states the student may require more than 4 yars to complete the course of study. When in doubt, check it, because that could affect whether the student is counted as a successful completion if it takes longer than 4 years to graduate.**
* **On the last page of the IEP-related to transition services—BE SURE TO INCLUDE THE STUDENT’S POSTSECONDARY GOAL- Must address EDUCATION/TRAINING/EMPLOYMENT. It must also address independent living skills, when appropriate.**
* **On the last page, when you are listing Agency Responsibilities/needed transition services, ALWAYS include the following or something similar:** **“Students will improve future employment skills through direct instruction in (list areas for each written goal)” and in parenthesis include, “(See annual goals with benchmarks/objectives.)**

**-Agency Responsibilities (Including the SCHOOL) to consider:**

* **Student will explore post-secondary career options by participating in introductory vocational courses**
* **Student will improve future employment skills through direct instruction in (List all that apply) reading, writing, math, social skills. (See annual goals and benchmarks/objectives).**
* **Referral to OVR**
* **Offer ACT Prep Courses**
* **Offer ASVAB (if considering military)**
* **Student will have the opportunity to attend transition fairs.**
* **Assistance with studying for driver’s permit/license. Offer Driver’s Education if available.**
* **At the very bottom of the last page of the IEP, be sure to indicate the date student and parent were informed of transfer of rights to student at the age of majority. Look back at the last IEP to determine date, if previously informed. List date of this ARC if this the first notice. This should occur at the meeting when the student is 16.**
* **BRING THE STUDENT WITH YOU TO THE MEETING OR GIVE THEM A NOT TO GIVE THEIR TEACHER TELLING THEM AT WHAT TIME AND WHERE THEY NEED TO REPORT TO THE MEETING. THIS SAVES EVERYONE VALUABLE TIME SO WE ARE NOT TRYING TO LOCATE STUDENTS AT THE START OF THE MEETING.**