

## Transition Planning and Services

Required Elements <i>*Must begin by age 14 in Texas*</i>	PARENT AND STUDENT CHECKLIST
<p>1. <b>Age Appropriate Transition Assessments.</b> Tools to help your child discover their strengths, preferences, interests and needs.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask how statewide testing decisions at the elementary and middle school level will affect graduation.</li> <li><input type="checkbox"/> Get on waiting lists for services from other agencies as soon as your child’s disability is identified.</li> <li><input type="checkbox"/> Give school information about your child’s strengths, needs, interests and preferences, possibly by completing a survey.</li> <li><input type="checkbox"/> Talk with your child about attending and/or leading the ARD meeting.</li> <li><input type="checkbox"/> Review a draft of the transition section of the ARD/IEP to make sure your ideas are included.</li> <li><input type="checkbox"/> Review information in the middle and high school Student Handbook about:                             <ul style="list-style-type: none"> <li>○ Courses offered at the middle school</li> <li>○ Courses offered at the high school</li> <li>○ Graduation Programs</li> </ul> </li> <li><input type="checkbox"/> Request a copy of a Four –Year Plan or Course of Study from the school counselor and see if it meets your child’s goals and interests.</li> <li><input type="checkbox"/> Complete the Four-Year Plan with your child and take to ARD meetings.</li> <li><input type="checkbox"/> Understand how course choices at the middle school will affect graduation.</li> <li><input type="checkbox"/> Ask how different graduation programs affect educational choices after high school.</li> <li><input type="checkbox"/> Understand how modifying course content affects graduation program choices/options</li> <li><input type="checkbox"/> Talk with attorney about guardianship if needed before age 18.</li> <li><input type="checkbox"/> Assist school in identifying other agencies to participate in transition planning. Give consent for their participation.</li> <li><input type="checkbox"/> Check that all agreed upon services are being conducted as planned. If not, ask for an ARD meeting to consider if alternate strategies are needed to achieve your child’s goals.</li> <li><input type="checkbox"/> Complete the activities listed in the Coordinated Set of Activities and share results with school team.</li> </ul>
<p>2. <b>Measurable post-secondary goals</b> In the areas of education/training, employment, and (where appropriate) independent living. Postsecondary goals reflect your child’s hopes for adulthood and are based on the results of transition assessments.</p>	
<p>3. <b>Course of Study</b> Courses, subjects, and electives your child will take each year that are aligned to their postsecondary goals</p>	
<p>4. <b>Coordinated Set of Activities</b> Special education and related services your child will need each year to reach goals.</p>	
<p>5. <b>Agency Linkage</b> School, with your consent, may invite other agencies to your ARD meeting</p>	
<p>6. <b>Summary of Performance (SOP)</b> A document that lists your child’s academic achievement and functional performance, including recommendations for how to meet postsecondary goals</p>	

Helps you and your child think about life as an adult in the areas of employment, post-high school education, independent living and community participation.

Shows what your child will be doing upon exit from public school.

Gives a clear picture of the credits, curriculum, and assessments your child needs to graduate and plan for taking classes related to postsecondary goals.

Identifies what needs to be done both in and outside of school to make the postsecondary goals a reality.

Involves agencies that may assist with or pay for services after high school.

Enables you or your child to provide future employers, agencies, or schools information about your child’s disability, needs and skills.