

## Checklist for Post-Secondary Transition Planning For Students with Disabilities

### Special Education Case Manager:

- Identify yourself to the parent and student within the first week of school each year.
- Contact parents of rising high school students for introductions, provide important information, and establish a contact schedule for the upcoming year.
- Serve as a liaison between the parent and student and the Individualized Education Plan (IEP) team.
- Inform special education teams of upcoming meeting dates to ensure the meetings are held and documentation is completed to support special education timelines.
- Coordinate with transition specialist and professional counselor to ensure IEP implementation and compliance.
- Develop an IEP appropriate to the student's needs.
- Provide specialized instruction.
- Collaborate with IEP team to ensure implementation of IEP services.
- Ensure that all educational needs of the student are being met.
- Develop and implement lessons on self-determination.
- Share information regarding employment/training opportunities (e.g. EMPLOY, CBI, etc.) as part of IEP meetings to make students and parents aware of the possibilities.
- Provide the parent and student with the Transition Services brochure and Parent Resource Center contact information.

### Professional Counselor:

- Inform parents of their role, services available, and contact information.
- Inform students and parents of course offerings.
- Inform students and parents of specialty programs.
- Create academic plans for students.
- Guide student toward successful graduation.
- Collaborate with the IEP team (transition specialists, general education teacher, special educator, case manager, parent, student, nurse, social worker, school psychologist, specialists) about the academic and social needs of the student.
- Dialogue with student and parent, if applicable, regarding post-secondary goals and work to fully understand the student's academic and social needs.

### General Education Teacher:

- Be aware of the components of the student's IEP (e.g. accommodations).
- Provide content area instruction.
- Collaborate with the IEP team to ensure that the needs of the student are being met.
- Keep IEP team members informed of student's academic progress.
- Provide evidence of progress to the IEP team, as indicated.

### Transition Specialist:

- Collaborate with the IEP team, to include the parent and student, to develop IEP transition services.
- Share information regarding employment/training opportunities (EMPLOY, CBI, etc.).
- Facilitate referrals to community agencies when appropriate (Community Services Board, Department for Aging and Rehabilitative Services, and Social Security Administration).
- Provide job leads and develop community-based vocational training opportunities as appropriate.
- Make recommendations for students to participate in vocational training and Postsecondary Education Rehabilitation Transition (PERT), as appropriate.
- Provide resume writing and interviewing skills training.
- Provide information on colleges/university/vocational training programs and disability support services.
- Provide situational assessments to referred students.
- Support student's development of self-determination skills.
- Plan and implement the Annual Transition Fair.

### Student:

- Participate in academic planning.
- Participate in post-secondary goal development.
- Seek assistance from case manager, professional counselor, and/or transition specialist.
- Actively participate in school and community activities.
- Be self-determined.

### Parent:

- Participate as active member of the IEP team.
- Communicate with student's general education teachers, principal, counselor, transition specialist, and case manager, as necessary.
- Contact transition specialist, professional counselor, and case manager when student enters high school to establish a relationship regarding the student.
- Research guardianship factors to see if they are applicable. (Note: Once the student turns 18, the school and community agencies are not required to share information with the parent regarding the student without the student's consent.)
- Complete paperwork and follow up for enrollment with community agencies (e.g., CSB, DARS, and SSA), if applicable, when student is 18 years of age.
- Provide information to school staff regarding the changing needs of the student.