



| 9-12 Psychologists | Transition/Work Experience Itinerant Teacher | Special Education Teachers | Community Agency Representatives | Students | Parents |
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| <p>Respond to requests for abbreviated student evaluations (only when necessary) for students anticipating a need after high school (documentation should be less than 3 yrs. old)</p> <p>Updated testing may be necessary for students transitioning to: KAC, Goodwill, Great Lakes, and post secondary</p> <p>Adequately verify the nature and extent of the disability (I.Q. and academic scores) and provide evidence of current impairment as well as a historical record of impairment when appropriate</p> <p>If transition testing, prepare typed summary report of current assessment(s) using school/district letterhead including date and signature</p> <p>Communicate/clarify school identified impairments and the reasons for them</p> | <p>Facilitate consents for documentation required for post-secondary settings</p> <p>Assist with identifying and inviting appropriate community agency representatives to IEP transition planning meetings</p> <p>Collaborate with IEP case managers while they document and identify student's measurable post-secondary goals, appropriate courses of study, and transition activities</p> <p>Communicate student's transition needs and progress toward long-term goals</p> <p>Promote participation of students, parents and post-secondary agency involvement in IEP transition planning meetings</p> <p>Keep school staff informed of expectations and changes under IDEA</p> | <p>Empower and assist students in developing a clear post-school plan that will move them closer to fulfilling their measurable post-secondary goals</p> <p>Guide students in understanding their disability as well as effective self-advocacy skills that communicate their needs and promote independence and self-reliance</p> <p>Details must be based on:</p> <ul style="list-style-type: none"> ❑ Individualized assessments ❑ Documented supports that have promoted student's success in an educational setting. <i>(A generic list of accommodations should be avoided.)</i> <p>Promote agency involvement in IEP transition planning and obtain consent for their participation</p> | <p>Participate in service planning and coordination with local stakeholders (as appropriate) to promote successful transitions for youth</p> <p>Communicate with KUSD the services, eligibility requirements, and long-term funding support of the adult service provider represented</p> <p>Attend IEP transition meetings when invited and available (at least 2 years prior to graduation)</p> <p>Assess need for involvement at individual IEP meetings (outreach)</p> <p>Communicate necessity for early application and respond to applications in a timely manner</p> <p>For students found eligible, communicate long-term funding and service availability to referring source (KUSD)</p> | <p>Take an active role in IEP transition planning meetings</p> <p>Participate in assessments and communicate needs/wishes for after high school (i.e.: ACT, PSAT, WisCareers, MECA, COPs, etc.)</p> <p>Engage in completing transition activities and strategies outlined in the IEP and record progress toward achieving goals</p> <p>Evaluate progress toward goals and make necessary changes based on reflection</p> <p>Create a binder/folder of information to be kept in a safe place at home with documents that might need to be shared with agencies</p> | <p>Take active role in IEP transition planning meetings and communicate needs/wishes for their child after high school</p> <p>Support their child in completing their transition activities and strategies as outlined in the IEP</p> <p>Report child's progress toward achieving their goals</p> <p>Give permission for medical diagnosis to be included in the IEP and Summary of Performance (SoP)</p> <p>Provide written consent for:</p> <ul style="list-style-type: none"> ❑ Retaining critical school records ❑ Obtaining medical diagnosis ❑ Sharing special ed. records with appropriate post-secondary programs and services |

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| | <p>Facilitate student referrals to community agencies (as appropriate and with consent) no later than 2 years prior to graduation</p> <p>Partner with students, families and IEP case managers to guide them in completing applications for employment, adult services and educational programs</p> <p>Support teachers in their efforts to complete a Summary of Performance (SoP) for all seniors and finalize SoP</p> <p>Maintain collaborative network with local education, employment, training and community service providers</p> <p>Invite students/parents to take an active role in the local Student Opportunities and Resource Transition Team (SORTT)</p> <p>Review & revisit Interagency Agreements regarding local transition services</p> | <p>Facilitate student and parent signatures for permission to retain behavior records</p> <p>Communicate the student's rights and responsibilities with turning 18 (age of eligibility)</p> <p>Facilitate and document transition/career assessments and communicate student interests with transition teacher</p> <p>For exiting seniors, prepare a Summary of Performance (SoP) and distribute copies to the student and cumulative folder</p> <p>Describe the functional limitation(s) to the individual student's specific accommodation needs (as specified in the IEP) and explain how the accommodation(s) mitigates the impact of the individual's disability on specific tasks or activities</p> | <p>Request written consents in order to share information with KUSD staff</p> <p>Assist with aligning services with other stakeholders in the community</p> <p>Attend events that are intended to help groups of parents/guardians and/or students to be prepared for actions that can occur once the student turns 17 years 6 months</p> | | <p>Ask questions (as needed) to help in understanding the student's employment, training and independent living options after graduation</p> <p>Work with school and agency representatives to ensure coordination of IEP with adult service plans</p> <p>Revised 5/13/10</p> |