

## Procedure Development Template

**Procedure Area or Title:** **College/Career Ready - IEP - Transition Planning**

<b>District Level</b>			
<b>Performance Targets</b>	<b>Tasks to be Completed</b>	<b>Professional Learning Required</b>	<b>Method to Monitor for Compliance</b>
<p><b>100% compliant transition plans district wide</b></p>	<p>Transition plan random monitoring for compliance</p>	<p>Special Ed Director, Assistant Director, Special Ed leads/coordinators</p>	<p>Quarterly random selection of 10 transition plans each by director, assistant director, and Special Ed leads/coordinators to monitor using compliance worksheet.</p>
<p><b>100% of students with disabilities (SWDs) are evaluated prior to 9<sup>th</sup> grade for interests and aptitudes for transition planning.</b></p>	<ul style="list-style-type: none"> <li>• Select and/or purchase test materials to address the needs for all levels and groups of SWDs</li> <li>• Assign district level personnel to oversee procurement and distribution of testing materials/access.</li> <li>• Select and train staff who will administer testing</li> <li>• Create a timeline for administration, scoring, and reporting outcomes.</li> <li>• Make vocational/transition evaluation reporting a part of the transition plan in IEPs</li> </ul>	<p>For: Special Ed testing coordinator, district transition coordinator, high school transition facilitators, Special Ed lead teachers.</p>	<p>District Transition Coordinator and Special Ed Testing Coordinator work together to keep database showing how all vocational/transition evaluations are completed for all eligible SWDs in district to include a timeline for administration, scoring and reporting to case managers. Data is presented to Special Ed Director.</p>
<p><b>100% SWDs with Transition Plans have a participating agency representative invited to IEP if team deems appropriate</b></p>	<p>Establish a district liaison between special education and community agencies including Vocational Rehabilitation</p>	<p>District Transition Coordinator</p>	<p>District Transition Coordinator maintains quarterly communication with interagency transition council and monthly communication with Vocational Rehabilitation regarding SWDs moving onto agency caseloads.</p>

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Local School Administrative Level			
Performance Targets	Tasks to be Completed	Professional Learning Required	Method to Monitor for Compliance
100% compliant transition plans school wide	Transition plan random monitoring for compliance	Local school administrator	Quarterly random selection of 10 transition plans to monitor using compliance worksheet; evidence to be used in annual teacher evaluations.
100% of students with disabilities (SWDs) are evaluated prior to 9 <sup>th</sup> grade for interests and aptitudes for transition planning.	Identify staff members in middle schools and high schools who will oversee the evaluation process including testing, outcome reporting, and timelines.	For: District Transition Coordinator, local building transition facilitator(s), Special Ed lead teachers/department chairs.	Local building transition facilitators in middle and high school keep timeline log of all activities surrounding vocational/transition evaluation. Timelines sent monthly to the District Transition Coordinator.
100% of SWDs 9 <sup>th</sup> grade or 16 years of age and older have initial transition plan to include a course of study	Identify staff members in high schools to act as the transition planning facilitators to help caseload managers organize transition planning and keep data base of transition plan dates for all SWDs.	District Transition Coordinator, local building transition facilitator(s), Special Ed lead teachers/department chairs.	Local building transition facilitators in middle and high school keep timeline log of all activities surrounding vocational/transition evaluation. Timelines sent monthly to the District Transition Coordinator.
100% of SWDs with transition plans attend IEPs to have input in transition planning	Assign high school administrator who handles Special Ed team to keep annual IEP timeline for all SWDs to include checklist of notifications/invitations to IEP meetings.	District Transition Coordinator, Special Ed lead teachers/department chairs, local school administrators.	Local high school administrator keeps database/timeline of all annual IEPs upcoming and to be held and requires all Special Ed case managers to send administrator invitation to the IEP showing all invited members.

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<p>100% SWDs with Transition Plans have a participating agency representative invited to IEP if team deems appropriate</p>	<p>Identify staff members in high schools to act as the transition planning facilitators to help caseload managers organize transition planning with outside agencies including VR.</p>	<p>District Transition Coordinator, local building transition facilitator(s), Special Ed lead teachers/department chairs.</p>	<p>Local building transition facilitators in high schools keep timeline log of all contacts and appointments/IEPs with representatives of participating agencies to include record of invitations to IEP meetings, attendance, and outcomes. . Timelines sent monthly to the District Transition Coordinator.</p>
<p>100% of SWDs exiting high school with a regular diploma or who age out at 22 leave with a summary of performance reports</p>	<p>Assign high school administrator who handles Special Ed team to maintain school exit database showing how and when SWDs exit the system; notify Special Ed teachers when a summary of performance should be done.</p>	<p>District Transition Coordinator, Special Ed lead teachers/department chairs, local school administrators.</p>	<p>Local high school administrator keeps exit database that includes completion dates of summary of performance for exiting SWDs.</p>

<p><b>Classroom/Teacher Level</b></p>			
<p><b>Performance Targets</b></p>	<p><b>Tasks to be Completed</b></p>	<p><b>Professional Learning Required</b></p>	<p><b>Method to Monitor for Compliance</b></p>
<p>100% compliant transition plans school wide</p>	<p>Peer review of all transition plans.</p>	<p>Caseload managers</p>	<p>Caseload managers meet in ongoing peer review teams to check all transition plans for compliance as annual IEPs become due.</p>
<p>100% of students with disabilities (SWDs) are evaluated prior to 9<sup>th</sup> grade for interests and aptitudes for transition planning.</p>	<p>Caseload managers ensure vocational/transition evaluation information is present in the IEP as part of the transition plan.</p>	<p>For: Special Ed case managers, Special Ed lead teachers/department chairs, local building transition facilitators, local school administrators.</p>	<p>Caseload managers complete a transition compliance checklist with each IEP to show that all required pieces of the transition plan are addressed. This is turned in with the IEP to the Special Ed lead teacher and a copy is kept as evidence for the teacher’s annual evaluation.</p>

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<p>100% of transition plans have measurable post-secondary outcome goals based on evaluation and preferences</p>	<p>Caseload managers use evaluation information and student interview (with parent input as appropriate) to assist student in selecting post-secondary goals that are included in the transition plan.</p>	<p>Special Ed case managers, Special Ed lead teachers/department chairs, local building transition facilitators, local school administrators.</p>	<p>Caseload managers complete a transition compliance checklist with each IEP to show that all required pieces of the transition plan are addressed. This is turned in with the IEP to the Special Ed lead teacher and a copy is kept as evidence for the teacher’s annual evaluation.</p>
<p>100% of SWDs 9<sup>th</sup> grade or 16 years of age and older have initial transition plan to include a course of study</p>	<p>Caseload managers use evaluation information and student interview (with parent input as appropriate) to ensure a transition plan is in place for every student and a course of study has been selected.</p>	<p>Special Ed case managers, Special Ed lead teachers/department chairs, local building transition facilitators, local school administrators.</p>	<p>Caseload managers complete a transition compliance checklist with each IEP to show that all required pieces of the transition plan are addressed. This is turned in with the IEP to the Special Ed lead teacher and a copy is kept as evidence for the teacher’s annual evaluation.</p>
<p>100% of SWDs with transition plans attend IEPs to have input in transition planning</p>	<p>Caseload managers invite SWDs to participate in annual IEPs via the notification/invitation form at least ten days in advance of the meeting.</p>	<p>Special Ed case managers, Special Ed lead teachers/department chairs, local building transition facilitators, local school administrators.</p>	<p>Caseload managers issue a copy of the notification/invitation to local administrator showing all invitees.</p>
<p>100% of transition plans show measurable transition IEP goals and services to meet outcome goals.</p>	<p>Caseload managers guide IEP team to create transition goals that will support student in meeting post-secondary goals and support the chosen course of study.</p>	<p>Special Ed case managers, Special Ed lead teachers/department chairs, local building transition facilitators, local school administrators.</p>	<p>Caseload managers complete a transition compliance checklist with each IEP to show that all required pieces of the transition plan are addressed. This is turned in with the IEP to the Special Ed lead teacher and a copy is kept as evidence for the teacher’s annual evaluation.</p>

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<p>100% SWDs with Transition Plans have a participating agency representative invited to IEP if team deems appropriate</p>	<p>Caseload manager works with local high school transition facilitator to invite appropriate agency representative to annual IEP meeting.</p>	<p>Special Ed case managers, Special Ed lead teachers/department chairs, local building transition facilitators, local school administrators.</p>	<ul style="list-style-type: none"> <li>• Caseload managers issue a copy of the notification/invitation to local building transition facilitator showing all invitees.</li> <li>• Caseload managers complete a transition compliance checklist with each IEP to show that all required pieces of the transition plan are addressed. This is turned in with the IEP to the Special Ed lead teacher and a copy is kept as evidence for the teacher’s annual evaluation.</li> </ul>
<p>100% of SWDs exiting high school with a regular diploma or who age out at 22 leave with a summary of performance reports</p>	<p>Caseload manager creates summary of performance as directed by local administrator for special education and provides it to exiting SWDs.</p>	<p>Special Ed case managers, Special Ed lead teachers/department chairs, local building transition facilitators, local school administrators.</p>	<p>Caseload manager notifies local administrator of date summary performance is completed and given to student.</p>
<p>100% of SWDs exiting without a high school diploma are offered an IEP</p>	<p>Caseload manager offers IEP to provide FAPE to all eligible SWDs every year even if exiting school.</p>	<p>Special Ed case managers, Special Ed lead teachers/department chairs, local building transition facilitators, local school administrators.</p>	<p>Caseload managers complete a compliance checklist with each IEP to show that all IEPs are completed within timeline. This is turned in with the IEP to the Special Ed lead teacher and a copy is kept as evidence for the teacher’s annual evaluation.</p>