

Transition Checklist

Beginning in Eighth Grade

TRANSITION IOWA

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<input type="checkbox"/>	<p>Postsecondary Expectations (PSE) The IEP Team, identifies the student's post high school goals for living arrangements, continued education, and work.</p>	<p>The student's skills are assessed. This assessment will help identify the student's plans after high school. This includes goals for independent living, education, and work. Skills the student needs to learn to reach their goals for after high school are included as goals, services, or activities in the IEP or through general education classes.</p>
<input type="checkbox"/>	<p>Assess life skills Student's needs in the areas of functional life skills are assessed through the IEP process</p>	<p>This may include money management, shopping, cooking, housekeeping and self-care. The IEP team determines gaps that need to be addressed by goals, services, or activities in the IEP or through general education classes. Skills may also be learned and practiced at home and in the community</p>
<input type="checkbox"/>	<p>Job/ Career Possibilities Student identifies careers/ jobs in their area of interest</p>	<p>This includes student vocational assessments. May include student job site visits to get a better understanding of what the day-to-day work looks like.</p>
<input type="checkbox"/>	<p>College Preparation The student meets with the school counselor to plan the course of study needed to attend college</p>	<p>Specific classes may be needed for college enrollment.</p>
<input type="checkbox"/>	<p>8th Grade Plan An Individual Career and Academic Plan (ICAP) is developed to outline the student's course of study for high school</p>	<p>This identifies the student's career options and goals, and coursework needed. This should be consistent with the student's Post-secondary Expectations (PSE) in the IEP and reviewed annually.</p>
<input type="checkbox"/>	<p>Graduation Requirements The student, special education teacher and school counselor meet to review credits needed to meet the student's needs for graduation and for living, learning, and working after high school.</p>	<p>This information is used by the IEP team to plan classes needed for the student to graduate and/or meet their goals after high school.</p>
<input type="checkbox"/>	<p>College Options The student identifies options for colleges and requirements for acceptance.</p>	<p>To determine the best option/ fit and what steps need to be taken if chosen.</p>
<input type="checkbox"/>	<p>Pre-Employment Transition Services (Pre-ETS) The student applies for Pre-ETS services with parent signature.</p>	<p>To determine student eligibility for Pre-ETS services that may begin the summer after eighth grade.</p>