

TRANSITION SERVICES QUALITY INDICATORS CHECKLIST

Oregon Transition Systems Change Project

INDICATOR (awareness)	YES	NO	COMMENTS
Teachers, counselors, instructional assistants, and other school staff have knowledge and understanding of transition services, opportunities after graduation, and community resources or agencies.			
Parents are provided information regarding transition services, post-secondary options, employment opportunities, community resources or agencies, role of the parent in the IEP process, independent living opportunities, etc.			
Students are provided information regarding transition services, post-secondary options, employment opportunities, community resources or agencies, their role in the IEP process, independent living opportunities, etc.			
INDICATOR (awareness)	YES	NO	COMMENTS
Students are provided training in problem solving and other social skills related to self-determination, consumer empowerment, and self-advocacy.			
Students receive instruction in awareness and knowledge of their disability and accommodations needed.			
Students are provided with opportunities to participate in School-to-Work, Professional/Technical Education, vocational training, career awareness, and other employment options as early as possible.			
Students receive instruction in how to participate in their IEP meetings.			
Students have access to functional academic programs when appropriate.			
Students have access to educational programs that prepare them to access post-secondary education when appropriate.			
Students receive instruction in identifying their strengths, needs, preferences and interests, or are assisted in making future plans in a wide range of areas: employment, community participation, social networks, living arrangements, adult living objectives, post-secondary education/training, etc.			

INDICATOR (awareness)	YES	NO	COMMENTS
Students have access to a comprehensive functional vocational evaluation process when appropriate.*			
Students have access to other assessments which help them to identify anticipated post school outcomes in the following areas: employment post secondary training, community participation, living environments, and social-recreational.			
INDICATOR (awareness)	YES	NO	COMMENTS
School staff are able to explain assessment outcomes to parents and students in understandable terms describing <u>strengths</u> as well as deficits.			
School staff are able to incorporate assessment or functional evaluation information into the planning process.			
INDICATOR (awareness)	YES	NO	COMMENTS
No later than age 16 (and younger if appropriate), students along with their families/advocates, are included in the IEP/transition planning process.*			
Parents are notified in advance that the purpose of the IEP meeting is to discuss transition services for students age 16 (and younger if appropriate).*			
Students are affirmatively invited to participate in their IEP meetings.*			
When students are unable to participate in their IEP meeting, school staff take other steps to obtain and document students' preferences and interests regarding transition.*			
Parents and students are given a variety of opportunities to provide information to IEP teams and school staff regarding transition goals and needed services.			
IEP and transition planning meetings are scheduled to accommodate the preferences and schedules of parents and students.*			
INDICATOR (awareness)	YES	NO	COMMENTS
IEP and transition planning meetings are conducted in the parent's and student's native language and are as free of educational or agency "jargon" as possible.			

* required for minimum compliance with all Federal and State regulations.

A mechanism is in place for parents and students to give feedback about their satisfaction with the IEP and transition planning process.			
IEPs contain specially designed instruction when transition or other goals require instruction to meet that goal.*			
IEPs contain a statement of needed transition services (instruction or a coordinated set of activities) in the area of community experiences.*			
IEPs contain a statement of needed transition services (instruction or a coordinated set of activities) in the area of development of employment.*			
IEPs contain a statement of needed transition services (instruction or a coordinated set of activities) in the area of other adult living objectives.*			
IEPs contain a statement of needed transition services (instruction or a coordinated set of activities) in the area of daily living skills.*			
IEPs contain a statement of needed transition services (instruction or a coordinated set of activities) in the area of functional vocational evaluation.*			
INDICATOR (awareness)	YES	NO	COMMENTS
If transition services are not needed in any of the following areas: instruction, community experiences, development of employment, and other adult living objectives, the IEP team includes a statement to that effect, and the basis upon which the determination was made.*			
The activities in the statement(s) of needed transition services are presented as a coordinated set of activities that promote movement from school to desired post-school outcomes.*			
Activities address one or more of the following: post-secondary education, vocational training integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation.			
A coordinated set of activities is based on individual student's needs, preferences, and interests.*			

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INDICATOR (awareness)	YES	NO	COMMENTS
Non-school agencies, services, and other community resources are involved in the transition planning process.			
The district has formal written or informal interagency agreements with appropriate post secondary service providers such as adult human service agencies and post secondary training institutions.			
INDICATOR (awareness)	YES	NO	COMMENTS
Representatives of agencies likely to be responsible for providing or paying for transition services are invited to the IEP meetings and included on IEP meeting notifications.*			
When representatives of agencies are invited to IEP meetings but unable to attend, the district takes other steps to obtain their participation in the planning of any transition services.*			
School staff are able to strategically plan for agency participation in IEP and transition planning meetings and can differentiate when information only is needed OR negotiations around providing or paying for transition services are needed.			
The community or district has established some form of transition committee or council to meet individual community needs.			
Employers are actively involved with the school to assure vocational options for students such as: vocational advisory committees, business/education partnerships, community-based vocational training options, internships, apprenticeships, work-based learning opportunities, and input on curriculum.			
INDICATOR (awareness)	YES	NO	COMMENTS
School staff (counselors and teachers) are trained in person-centered planning approaches.			
School counselors are trained and qualified to provide career guidance to students with disabilities.			
School counselors have been provided training regarding transition services, post secondary training options for students with disabilities, and Section 504 of ADA.			

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Students with disabilities are provided career guidance by regular school counselors.			
School counselors participate in IEP/transition planning meetings.			
INDICATOR (awareness)	YES	NO	COMMENTS
Graduation is treated as a change in placement and all written prior notice procedural safeguards are followed.*			
The district has established graduation policies which ensure that all students with disabilities can earn a high school diploma.			
The district includes students with disabilities in the attainment of the Certificate of Initial Mastery (CIM) and the Certificate of Advance Mastery (CAM).*			
The district has policies in place to award an alternative certificate if a student is unable to meet CIM benchmarks.*			
INDICATOR (awareness)	YES	NO	COMMENTS
The district has a follow-up or follow-along process to track all students and student outcomes after graduation.			

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