

Transition Services Checklist

Transition Services Requirements for Individual Educational Plans (IEPs) developed for students age 14 – 21	AGE					
	14	15	16	17	18	19-21
<p>* Bold represents IDEA (federal) requirements <i>* Italics represent additional requirements in Florida legislation</i></p>	* Gray boxes denote items that are not required for that age group.					
Provide notice to parent of the IEP meeting, indicating that the student will be invited to attend and that the purpose of the meeting will be to identify transition services.						
Invite the student to the IEP meeting.						
<i>After obtaining written consent from the parent or adult student to invite an agency representative and release personally identifiable information, invite a representative of any agency to attend the IEP meeting that is already providing or likely to provide transition services to the student.</i>						
Document steps taken to ensure that the student’s strengths, preferences and interests were considered.						
Discuss measurable postsecondary goals based on age-appropriate transition assessment in the areas of education, training, employment, including career goals, and independent living (where appropriate).						
Develop measurable postsecondary goals based on age-appropriate transition assessment in the areas of education, training, employment, including career goals and independent living (where appropriate). (If there are changes to postsecondary or career goals included in an IEP, the parent or adult student must approve the changes; parents may choose an independent reviewer to help decide if the change is appropriate.)						
Develop measurable annual goals related to the student’s needs transition services.						
Discuss diploma designations (Scholar and/or Merit) in the IEP meeting and determine if the student will work toward one. The decision is made by the parent until the student has reached the age of majority and parental rights have transferred.						
Document the diploma decision. Note: This requirement must be addressed in the IEP developed before a student turns 14.						
<i>Review the diploma decision and revise if needed.</i>						
Develop a statement regarding the student’s course of study leading to a standard diploma (description of instructional program and experiences).						
Update the statement regarding the student’s course of study leading to a standard diploma (description of instructional program and experiences), if needed.						
Begin identifying transition services needs of students (through annual goals, short-term objectives/ benchmarks, or services). Document the need for self-determination and self-advocacy to assist the student to participate in IEP process. Document the consideration of pre-employment transition services (Pre-ETS). These services are offered through Vocational Rehabilitation at no expense and include the following: 1. Career Exploration Counseling 2. Work Readiness Training 3. Self-Advocacy Training 4. Postsecondary Education Counseling 5. Community-Based Work Experiences						

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<i>Develop a statement identifying the Career and Professional Education (CAPE) digital tool certificates and the CAPE industry certifications that the student wants to attain before high school graduation, if any</i>						
Continue identifying transition services needs of students (through annual goals, short-term objectives/ benchmarks, or services). Document the need for self-determination and self-advocacy to assist the student to participate in IEP process.						
Develop transition services in each of the needed transition services activity areas (i.e. instruction, related services, community experiences, employment, post-school adult living and, if appropriate, daily living skills and functional vocational evaluation) that focus on improving the academic and functional achievement of the student. (Services can be provided earlier as appropriate.)						
<i>Develop the statement of outcomes and additional benefits expected by the parent and the IEP team by the time the student graduates.</i>						
<i>As needed, revise the statement of outcomes and additional benefits expected by the parent and the IEP team by the time the student graduates.</i>						
Reconvene the IEP team to identify alternative strategies to meet the student’s transition objectives if an agency fails to provide transition services described in the IEP.						
<i>Discuss and document deferring receipt of a standard diploma prior to the year the student will meet graduation requirements. This is required in order for the student to continue receiving transition or related services. (Age may vary based on multiple factors.)</i>						
In the year the student is expected to meet graduation requirements, if a student will defer receipt of the diploma, the request to defer must be received by the school district before May 15th in order for the student to continue receiving transition or related services. The request to defer is only needed once. (Ages may vary depending on when graduation requirements are completed.)						
Discuss the transfer of rights and responsibilities that occur at age 18, including the options that are available to assist with decision-making.						
Inform the parent and the student of the rights that will transfer to the student, at least one year prior to the student’s 18th birthday, and document the notification on the Transition IEP.						
Provide the parent and student a separate and distinct notice regarding the transfer of rights near (prior to) the student’s 18th birthday.						
Provide a Summary of Performance (SOP) for students exiting with a standard diploma or aging out of their program.						
If the student is graduating prior to age 22, provide the parent and adult student with “Notice of Change of Placement” prior to graduation. (Age may vary based on multiple factors.)						