

Transition Checklists

Age 14 Transition Services Requirements Checklist (for IEPs developed to be in effect when the student turns 14)

Note: Requirements are reflected in standard font. Items in italics indicate recommended practices.

- Review the previous IEP.
- Provide notice to parent of the IEP meeting, indicating that the student will be invited to attend and the purpose of the meeting will be identifying transition services needs of the student.
- Invite the student to his or her IEP meeting.
- Document steps taken to ensure that the student's strengths, preferences, and interests were considered. If the student does not attend the IEP meeting, document other steps taken to ensure the student's strengths, preferences, and interests were considered.
- Develop a statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma (description of instructional program and experiences).
- Begin the process of identifying transition services needs of students with disabilities, to include consideration of the student's need for instruction or the provision of information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP meetings and self-advocate, beginning no later than age fourteen (14), so that needed postsecondary goals may be identified and in place by age sixteen (16).
- Document the diploma decision (standard or special diploma). (Note: This requirement must be addressed in the IEP developed during the student's 8th grade year or during the year of the student's 14th birthday, whichever occurs first.)
- Invite a representative of any agency already providing or likely to provide transition services to the student to attend the IEP meeting. (Consent of the parents or a student who has reached the age of majority is required prior to inviting a representative of any participating agency likely to be responsible for providing or paying for transition services to attend a student's IEP team meeting. Consent is also required prior to releasing personally identifiable information to officials of participating agencies.)
- Reconvene the IEP team to identify alternative strategies if an agency fails to provide services as indicated on the IEP.
- Discuss the transfer of rights and responsibilities which occur at age 18, including the options that are available, to assist with decision making.

Comments:

Age 15 Transition Services Requirements Checklist (for IEPs developed to be in effect when the student turns age 15)

Note: Requirements are reflected in standard font. Items in italics indicate recommended practices.

- Review the previous IEP.
- Provide notice to parent of the IEP meeting, indicating that the student will be invited to attend and the purpose of the meeting will be identifying transition services needs of the student.
- Invite the student to his or her IEP meeting.
- Document steps taken to ensure that the student's strengths, preferences, and interests were considered. If the student does not attend the IEP meeting, document other steps taken to ensure the student's strengths, preferences, and interests were considered.
- Update the statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma (description of instructional program and experiences).
- Continue the process of identifying transition services of students with disabilities, to include consideration of the student's need for instruction or the provision of information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP meetings and self-advocate, beginning no later than age fourteen (14), so that needed postsecondary goals may be identified and in place by age sixteen (16).
- Review and, if needed, revise the diploma decision.
- Invite a representative of any agency already providing or likely to provide transition services to the student to attend the IEP meeting. (Consent of the parents or a student who has reached the age of majority is required prior to inviting a representative of any participating agency likely to be responsible for providing or paying for transition services to attend a student's IEP team meeting. Consent is also required prior to releasing personally identifiable information to officials of participating agencies.)
- Reconvene the IEP team to identify alternative strategies if an agency fails to provide services as indicated on the IEP.
- Discuss the transfer of rights and responsibilities which occur at age 18, including the options that are available, to assist with decision making.

Comments:

Age 16 Transition Services Requirements Checklist (for IEPs developed to be in effect when the student turns age 16)

Note: Requirements are reflected in standard font. Items in italics indicate recommended practices.

- Review the previous IEP.
- Provide notice to the parent of the IEP meeting, indicating that the purpose of the meeting is the consideration of postsecondary goals and transition services for the student, the student will be invited to attend, and identify any other agency that will be invited to send a representative to the meeting.
- Invite the student to his or her IEP meeting.
- Invite any agency likely to provide or pay for any transition services to send a representative to the IEP meeting. (Consent of the parents or a student who has reached the age of majority is required prior to inviting a representative of any participating agency likely to be responsible for providing or paying for transition services to attend a student's IEP team meeting. Consent is also required prior to releasing personally identifiable information to officials of participating agencies.)
- Document steps taken to ensure that the student's strengths, preferences, and interests were considered. If the student does not attend the IEP meeting, document other steps taken to ensure the student's strengths, preferences, and interests were considered.
- Update the statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma (description of instructional program and experiences).
- Review and, if needed, revise the diploma decision.
- Document consideration of the student's need for instruction or the provision of information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP meetings and self-advocate.
- Develop measurable postsecondary goals based on age-appropriate transition assessment in the areas of education or training, employment, and independent living (where appropriate).
- Ensure the measurable postsecondary goals are based on age-appropriate transition assessment. (May be reflected in the present levels of academic achievement and functional performance or the summary of assessments/evaluation data.)
- 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.

- Develop annual IEP goals related to the student's transition services needs.
- 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.
- Develop a "no services needed statement" if no transition services are needed in any of the transition services activity areas.
- Describe the basis upon which a determination was made if no services are needed in one or more of the transition services activity areas (i.e., instruction, related services, community experiences, employment, and post-school adult living and, if appropriate, daily living skills and functional vocational evaluation).
- Identify an IEP team member or designee to follow-up with agencies to ensure that services are provided.
- Discuss the transfer of rights and responsibilities which occur at age 18, including the options that are available, to assist with decision making.

Comments:

Age 17 Transition Services Requirements Checklist (for IEPs developed to be in effect when the student turns age 17)

Note: Requirements are reflected in standard font. Items in italics indicate recommended practices.

- Review the previous IEP.
- Provide notice to the parent of the IEP meeting, indicating that the purpose of the meeting is the consideration of postsecondary goals and transition services for the student, the student will be invited to attend, and identify any other agency that will be invited to send a representative to the meeting.
- Invite the student to his or her IEP meeting.
- Invite any agency likely to provide or pay for any transition services to send a representative to the IEP meeting. (Consent of the parents or a student who has reached the age of majority is required prior to inviting a representative of any participating agency likely to be responsible for providing or paying for transition services to attend a student's IEP team meeting. Consent is also required prior to releasing personally identifiable information to officials of participating agencies.)
- Document steps taken to ensure that the student's strengths, preferences, and interests were considered. If the student does not attend the IEP meeting, document other steps taken to ensure the student's strengths, preferences, and interests were considered.
- Update the statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma (description of instructional program and experiences).
- Review and, if needed, revise the diploma decision.
- Document consideration of the student's need for instruction or the provision of information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP meetings and self-advocate.
- Develop measurable postsecondary goals based on age-appropriate transition assessment in the areas of education or training, employment, and independent living (where appropriate).
- Ensure the measurable postsecondary goals are based on age-appropriate transition assessment. (May be reflected in the present levels of academic achievement and functional performance or the summary of assessments/evaluation data.)
- 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.

- Develop annual IEP goals related to the student's transition services needs.
- 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.
- 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 on the Transition IEP that the parent and the student have been informed of the rights that will transfer to the student.
- Develop a "no services needed statement" if no transition services are needed in any of the transition services activity areas.
- Describe the basis upon which a determination was made if no services are needed in one or more of the transition services activity areas (i.e., instruction, related services, community experiences, employment, and post-school adult living and, if appropriate, daily living skills and functional vocational evaluation).
- Identify an IEP team member or designee to follow-up with agencies to ensure that services are provided.

Comments:

Age 18 Transition Services Requirements Checklist (for IEPs developed to be in effect when the student turns age 18)

Note: Requirements are reflected in standard font. Items in italics indicate recommended practices.

- Review the previous IEP.
- Provide parent with a notice of the IEP meeting indicating that the purpose of the meeting is the consideration of postsecondary goals and transition services for the student, the student will be invited to attend, and identify any other agency that will be invited to send a representative to the meeting.
- Invite the student to the IEP meeting.
- Invite any agency likely to provide or pay for any transition services to send a representative to the IEP meeting. (Consent of the parents or a student who has reached the age of majority is required prior to inviting a representative of any participating agency likely to be responsible for providing or paying for transition services to attend a student's IEP team meeting. Consent is also required prior to releasing personally identifiable information to officials of participating agencies.)
- Document steps taken to ensure that the student's strengths, preferences, and interests were considered. If the student does not attend the IEP meeting, document other steps taken to ensure the student's strengths, preferences, and interests were considered.
- Update the statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma (description of instructional program and experiences).
- Review and, if needed, revise the diploma decision.
- Document consideration of the student's need for instruction or the provision of information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP meetings and self-advocate.
- Develop measurable postsecondary goals based on age-appropriate transition assessment in the areas of education or training, employment, and independent living (where appropriate).
- Ensure the measurable postsecondary goals are based on age-appropriate transition assessment. (May be reflected in the present levels of academic achievement and functional performance or the summary of assessments/evaluation data.)
- 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.

- Develop annual IEP goals related to the student's transition services needs.
- 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.
- Provide the parent and student a notice regarding the transfer of rights when the student attains his or her 18th birthday.
- Provide the student's parent with all notices required by IDEA.
- Develop a "no services needed statement" if no transition services are needed in any of the transition services activity areas.
- Describe the basis upon which a determination was made if no services are needed in one or more of the transition services activity areas (i.e., instruction, related services, community experiences, employment, and post-school adult living and, if appropriate, daily living skills and functional vocational evaluation).
- Identify an IEP team member or designee to follow-up with agencies to ensure that services are provided.

Comments:

Ages 19–21 Transition Services Requirements Checklist

(for IEPs developed to be in effect when the student turns age 19, age 20, and age 21 through the student's 22nd birthday or the school year in which the student turns age 22)

Note: Requirements are reflected in standard font. Items in italics indicate recommended practices.

- Review the previous IEP.
- Provide parent with a notice of the IEP meeting indicating that the purpose of the meeting is the consideration of postsecondary goals and transition services for the student, the student will be invited to attend, and identify any other agency that will be invited to send a representative to the meeting.
- Invite the student to the IEP meeting.
- Invite any agency likely to provide or pay for any transition services to send a representative to the IEP meeting. (Consent of the parents or a student who has reached the age of majority is required prior to inviting a representative of any participating agency likely to be responsible for providing or paying for transition services to attend a student's IEP team meeting. Consent is also required prior to releasing personally identifiable information to officials of participating agencies.)
- Document steps taken to ensure that the student's strengths, preferences, and interests were considered. If the student does not attend the IEP meeting, document other steps taken to ensure the student's strengths, preferences, and interests were considered.
- Update the statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma (description of instructional program and experiences).
- Review and if needed revise the diploma decision.
- Document consideration of the student's need for instruction or the provision of information in the area of self-determination to assist the student to be able to actively and effectively participate in IEP meetings and self-advocate.
- Develop measurable postsecondary goals based on age-appropriate transition assessment in the areas of education or training, employment, and independent living (where appropriate).
- Ensure measurable postsecondary goals are based on age-appropriate transition assessment. (May be reflected in the present levels of academic achievement and functional performance or the summary of assessments/evaluation data.)
- 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.

- Develop annual IEP goals related to the student's transition services needs.
- 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.
- Provide the student's parent with all notices required by IDEA.
- Provide prior written notice of change of placement for students graduating with a standard diploma.
- Provide a Summary of Performance (SOP) for students exiting with a standard diploma or aging out of program.
- Develop a "no services needed statement" if no transition services are needed in any of the transition services activity areas.
- Describe the basis upon which a determination was made if no services are needed in one or more of the transition services activity areas (i.e., instruction, related services, community experiences, employment, and post-school adult living and, if appropriate, daily living skills, and functional vocational evaluation).
- Identify an IEP team member or designee to follow-up with agencies to ensure that services are provided.

Comments: