



## Secondary Transition Requirements Checklist

2004 Edition

This checklist is recommended as a tool to guide the development of the IEP for students age 14 and over. The purpose of this checklist is to provide the user with additional information on the specific requirements and where it should be located in the IEP form.

- 1. Student is invited to the meeting and the district can document this invitation. A statement saying the student will be invited does not meet the requirement. Data source: student file, notice of meeting with student's name, or invitation to meeting.
- 2. District provides notice to parents that transition issues will be discussed at the meeting. This notice must also show the student was invited. Data sources: notice of meetings and parent surveys. (Note: Many middle school parents indicate on CIM surveys that they do not think there is a discussion of transition issues at age 14.)
- 3. District must invite representatives of any other agency that is likely to be responsible for providing or paying for transition services. Data source: notice of meeting or invitation to meeting.
- 4. Beginning at age 14, the student's IEP includes specific transition-related content and must include a statement of transition service needs under the applicable components of the student's IEP that focuses on the student's courses of study (34 C.F.R., Sec. 300.347(b)(1)):
  - Attention is focused on how the student's educational program is planned to help motivate the student to complete his or her education and make a successful transition to his or her goals for life after secondary school.
  - Document that the IEP team has determined what instruction and educational experiences will assist the student to prepare for transition from secondary education to post-secondary life.
  - The statement of transition service needs should be based on the present level of performance, relate directly to the student's goals beyond secondary education, and show how the courses of study are linked to these goals.

The purpose of "the requirement in 300.347(b)(1) is to focus attention on how the student's educational program can be planned to help the student make a successful transition to his or her goals for life after secondary school" (34 C.F.R. Part 300, Appendix A, Q. 11, Federal Register, March 12, 1999, p. 12474), and for "the IEP team to work with the student and the student's family to select courses of study that will be meaningful to the student's future and motivate the student to complete his or her education." (34 C.F.R. Part 300, Appendix A, Q. 11, Federal Register, March 12, 1999, p. 12475).

The connection between the student's post-secondary goals and the IEP statement of transition service needs should be obvious. The age 14 Statement of Transition Service Needs must have two parts: (1) reference to the student's post-school goals and (2) reference to coursework and/or educational experiences that are related to the post-school goals. Data source: statement of transition service needs in the student's IEP

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5. At age 16, the IEP must include the statement of needed transition services, which is defined as a coordinated set of activities for the student that is designed within an outcomes oriented process that promotes movement from school to post-school activities.
- Activities may be special education, if provided as specially designed instruction, or related services that must be provided to ensure FAPE.
  - Focus is on the student's need for such services as he or she moves from school to post-school experiences and any linkages that may be needed (34 C.F.R. Part 300, Appendix A, Federal Register, March 12, 1999, Discussion, p. 12595).
  - The Statement of Needed Transition Services is based on information derived from the Present Levels of Educational Performance in consideration of the student's needs in the areas of community experiences, employment and other post-school living objectives, acquisition of daily living skills, and results of functional vocational assessment.
  - The Statement of Needed Transition Services on the IEP should include, at a minimum, transition activities/services for the current IEP year and the frequency, location, and duration for these services.
- Data source: statement of needed transition services in student IEP.
6. The coordinated set of activities within the statement of needed transition services should, if appropriate, demonstrate interagency linkages and/or responsibilities. Data source: statement of needed transition services in student IEP.
7. If an outside agency representative does not attend the IEP meetings, the LEA must take other steps to obtain participation of that agency in the planning of transition services. These efforts should be documented. Data sources: Notice of meeting, documentation of attendance at IEP meeting, or student file.
8. If a participating agency other than the LEA fails to provide a transition service as specified in the student's IEP, the LEA must reconvene the IEP team to identify alternative strategies to meet the transition objectives set out for the student (34 C.F.R., Sec. 300.348(a)). Data sources: Notice of meeting, changes to IEP, student file.
9. The agency annually reviews and revises as appropriate the statements of needed transition services and transition service needs based on the student's goals for post-schools outcomes and transition needs. Data source: student file, notice of IEP meeting.