



Transition IEP Checklist

The following is a checklist for parents to review when developing their child's Transition IEP. The items with an asterisk () are required under Regulations Governing Special Education Services in Virginia (<https://law.lis.virginia.gov/admincode/title8/agency20/chapter81/>). Items not included in regulations are considered best practice. For more information, consult the regulations or contact PEATC at 800-869-6782.*

Meeting Notice

- ☐ Meeting is scheduled at a mutually agreeable time and place. *
- ☐ Advance notice of the meeting is provided. *
- ☐ The student is invited to the meeting. *
- ☐ The meeting notice states that the purpose of the meeting is for transition planning. *

Before the Meeting

- ☐ Parent consent is obtained to invite outside agencies, if appropriate. *
- ☐ The student's goals and dreams are identified through a person-centered planning process.
- ☐ The student knows their role at the IEP meeting and can participate in some way, even if they cannot attend in person.
- ☐ The student, family and IEP team are familiar with available community resources.

As the Meeting Begins

- ☐ The IEP Team includes the following members: *
 - Parent
 - General Education teacher(s)
 - Staff who are expert in analyzing assessments
 - A representative of the school division (usually a special education administrator) who can commit school division resources
 - Related services staff
- ☐ If appropriate, the IEP team includes the following members: *
 - Student (required to be invited)

- Any invited outside agencies
- ☐ The parents and school division consent in writing to the excusal of any required team member and the member provided their input in writing before the meeting. *
- ☐ Everyone introduces themselves and identifies their role at the meeting.
- ☐ The team talks about what is going to be discussed at the meeting.

Transition Assessments

- ☐ More than one transition assessment was conducted to assess the student's strengths, interests, needs, and preferences. * These may have included:
- Observations
 - Teacher evaluations
 - Aptitude tests
 - Life skills assessments
 - Vocational or career assessments
 - Functional behavioral assessments
 - Student interviews
 - Interest inventories
 - Intelligence tests
 - Medical assessments
 - Parent/Teacher/student checklists
 - Real world situation assessments
- ☐ Assessments were age appropriate. *
- ☐ Assessments were disability-appropriate (i.e., a deaf child is not given an oral assessment.)
- ☐ The IEP team reviews the results of the assessments in a way that the family and student could understand.
- ☐ The student and family have the opportunity to ask questions about the assessments.

Present Level of Academic Achievement and Functional Performance (PLAAFP)

- ☐ If the student is not attending the IEP meeting, the school took steps to ensure that the student's interests and preferences are considered. *
- ☐ The student and the family are given the opportunity to talk to about their desires and concerns OR time is set aside on the agenda for this purpose.

- ☐ The PLAAFP addresses how the student's disability affects their involvement and progress in the general curriculum. *
- ☐ The PLAAFP describes the student's strengths, preferences, and needs.
- ☐ Assessment results are included in the PLAAFP and explained. *
- ☐ The PLAAFP describes academic performance and needs and non-academic performance and needs (such as health, motor skills, communication, social skills, etc.).
- ☐ The PLAAFP describes current learning accommodations, modifications, strategies, level of independence, and need for assistance.

Post-Secondary Goals

- ☐ Postsecondary goals are developed before the student enters high school but not later than the first IEP in effect when the student turns 14, or younger if the IEP team thinks it's appropriate. *
- ☐ Goals are based on age-appropriate transition assessments and the students interests and preferences. *
- ☐ The student participated in the discussion of their post-secondary goals.
- ☐ The postsecondary goals are over-arching (big) goals for what the student wants to do after high school.
- ☐ The postsecondary goals address education, employment, and if appropriate, independent living. *
- ☐ The postsecondary goals are ambitious, realistic, clear, and understandable.
- ☐ The postsecondary goals are discussed every year at the annual IEP meeting. *
- ☐ Goals are SMART goals (specific, measurable, attainable, result oriented, and time-limited).
- ☐ The IEP includes how and when progress will be reported.

Transition Services and Activities

- ☐ Services and activities were identified after post-secondary goals were developed.
- ☐ Transition services focus on improving the student's ability to move from high school to post-high life and directly support the student's postsecondary goals. *

- ☐ Services relate to a type of instruction, related services, community experiences, employment experiences, if appropriate independent living skills instruction.
- ☐ The IEP clearly states what services will happen, by when, and who will be involved.
- ☐ Activities support attainment of goals to include instruction, referral to other agencies, and real world experiences.

Course of Study (Classes)

- ☐ The course of study is for more than one year.
- ☐ The course of study supports the achievement of the student's postsecondary goals. *
- ☐ The course of study is specific, not general. It includes actual class names and progression.
- ☐ The course of study is reviewed every year and changed if necessary.

Goals, Services, Activities, and Coursework Considerations

- ☐ If applicable, the team discusses participation in college entrance exams including needed accommodations.
- ☐ Financial aid options are discussed for students who will attend further education or enroll in a training program after high school.
- ☐ The IEP reflects plans for the student to participate in internships and other out-of-school employment training opportunities.
- ☐ Employment skills training matches the students interests and preferences.
- ☐ The IEP addresses employment soft skills, self-advocacy skills, and workplace accommodations that may be needed.
- ☐ If appropriate, the IEP addresses independent living skills such as money management, daily living skills, nutrition, housing, family life education, transportation, leisure and recreation, voting, etc.

Statewide Assessments and Diploma Options

- ☐ The IEP lists the approved accommodations or modifications needed for the student to participate in division-wide assessments. *

- ☐ The team discusses participation in statewide assessments including the Standards of Learning (SOL) assessments, and if appropriate, the alternate assessment program.
- ☐ If applicable, the impact of removing a student from the SOL assessments is discussed and the reasons why the student needs to participate in an alternate assessment are documented in the IEP. *
- ☐ Virginia's diploma options are reviewed, and the decision is documented in the IEP.
- ☐ The team discusses credit accommodations to assist a student in obtaining a Standard Diploma.
- ☐ The team decided on participation in statewide assessments and documented it in the IEP. *

Involvement of Outside Agencies

- ☐ Outside agencies that could contribute to the Transition Plan or may play a part in implementing the plan are invited to the meeting. *
- ☐ The parents, or the student, if the student is age 18, consents to outside agencies participating in the meeting.
- ☐ Outside agencies participate in the meeting or offer feedback on the plan prior to the meeting.
- ☐ The Pre-ETS counselor is invited to the meeting if the student is receiving Pre-ETS.
- ☐ The vocational rehabilitation agency (DARS or DBVI) is invited to participate in the Transition IEP meeting in the last year of the student's high school program, preferably earlier.
- ☐ All the individuals and organizations responsible for planning and carrying out activities in the plan are listed in the IEP.
- ☐ The IEP team, including the family and student, are aware of:
 - Medicaid waivers
 - Housing resources
 - Community Colleges
 - 4-year colleges and universities
 - Wilson Workforce Rehabilitation Center
 - Social security benefits
 - Community services boards
 - Trade Schools
 - Vocational rehabilitation

Accommodations and Modifications

- ☐ The IEP includes accommodations or modifications needed by the student to meet their IEP goals * (e.g., extra time for tests or homework, different response options, etc.).
- ☐ The IEP includes the student's accommodations or modifications needed to measure the student's academic achievement and functional performance. *

Transfer of Rights

- ☐ The student and parents are notified about the transfer of rights at least one year prior to the student's 18th birthday and this statement is included in the IEP. *
- ☐ The IEP team reviews the Transfer of Rights with the student and parent in a way they could understand at the IEP meeting at which the notice was given.
- ☐ Educational decision-making options are reviewed, to include:
 - Student decision-making
 - Educational representative
 - Legal guardianship
 - Supported decision-making
 - Educational power of attorney

NOTES:



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