



Transition Due Process Compliance Checklist

Required for all Evals and IEPs in grades 9 and beyond.

Evaluation Report:

- Completed before the 9th grade IEP meeting
- Contains 2 age appropriate assessments
- Solicits information from at least 2 sources

Report contains:

- Statement about the student's & parents' preferences and interest related to the transition areas.
- Report or summary of data collected by assessment tools.
- A present level of performance statement for each of the 5 transition areas.
- Identify transition needs related to the disability and student/family preferences.
- Recommendations for educational programming projecting several years ahead.

Team Meeting Notice:

- The student **MUST** be invited to attend the IEP meeting.
- The annual meeting notice **MUST** state that a part of the meeting will be spent discussing transition planning

IEP: PLAAFP

- Must contain present performance levels for each of the 5 transition areas.
- Must identify needs based upon the disability's impact of a transition areas.
- No needs in an area or two is acceptable, but there are always transition needs in some area.

Annual Instructional Goals:

- Transition and academic needs can be addressed in separate goals, or
- Transition needs can be incorporated into an academic goal(s)
- Each goal must contain at least two objectives

Measureable Post Secondary Goals

- These are **teacher** statements that declare the **student's** future aspirations after graduation. They must contain what the student will do; when and to what degree. Example: upon graduating from High School, John will enroll full time in the auto mechanics program at LSC.
- There must be statements for education or training **and** for employment. Independent living statements are required only if appropriate.
- Statements must be "I will" rather than "I hope to" statements.

Courses of Study:

- Courses of study is a listing of the classes a student will most likely take for a minimum duration of one IEP meeting date until the next. Though a one year time span, this requires two years of projection.

Transition Services:

- Place activities in the topic area you feel is most appropriate. All goals should have a related instructional service, for example, if there is a math goal, the “Improve math skills” should be listed in the Instruction category.
- Assign responsibility for the activity or learning. Simply stating “school” or “parent & student” or “county” is sufficient.
- Revisit annually. If previous activities have not occurred as planned, discuss alternate ways of achieving or activities that could be substituted.

Age of Majority:

- On the IEP Meeting Notice or on the agenda, include “Age of Majority” as a topic of discussion.
- Enter the meeting date in the “Transfer of Rights at Age of Majority” section of the IEP

April 2015