

WAYNE RESA TRANSITION IEP REVIEW CHECKLIST

- ✓ **The IEP, which includes transition planning, is conducted on an annual basis.**
- ✓ **Prior to the IEP meeting, consent is obtained from the parents or the student (at age of majority), to invite participating agencies that are likely to be responsible for providing or paying for transition services.**
- ✓ **The student was invited (and documented).**
- ✓ **Agencies likely to provide or pay for transition services were invited, after consent was obtained, and the invitation is documented.**
- ✓ **The current IEP invitation (notice of meeting) is available.**
- ✓ **Updated transition assessment/s results (within 12 months) are included as a data source. (See PLAAFP and Transition pages)**
- ✓ **Postsecondary goals are identified in the areas of training, education, employment, and, where appropriate, independent living skills. These goals should be measurable and updated annually. (Written as “will” or “is going to” statements)**
- ✓ **Student strengths, preferences, and interests are documented.**
- ✓ **Student needs are documented and addressed by the IEP.**
- ✓ **Academic Achievement and Functional Performance is complete (including baseline data from transition assessments related to training, education, employment, and, if appropriate, daily living skills).**
- ✓ **At least one annual IEP goal is documented, which has baseline, specific skill, target and measurement, and is related to the student’s postsecondary goals (e.g., a reading goal that will eventually help the student read a technical manual).**
- ✓ **Transition services and activities, including course (s) of study, are identified and aligned with postsecondary goals.**
- ✓ **There should be evidence that the student’s postsecondary goals are aligned with assessments, PLAAFP, goals, course of study, transition activities, and services.**
- ✓ **Anticipated graduation or exit date is specified**
- ✓ **The student’s age of majority is considered and documented.**