

Transition Checklist: By age 14 and through Completion of High School



Every Year!

Address Transition at every ARC Annual Review – at least! Transition can be considered at every ARC meeting – ARC meetings that cover other issues may, possibly, relate to transition in some way. Be aware of that and document connections if needed. *(You can always mark purpose of the meeting – transition along with any other purpose.)*

- _____ Complete student survey
- _____ Complete parent survey
- _____ Identify/Administer any Transition Assessments needed to develop transition planning
(what information is missing? Choose formal & informal data sources to learn about the student...) **Recommendation:** Use the My Goals After High School Checklist
Help/Reference: Step-by-Step documents and Transition Assessment Notebook - note each area to be assessed – see divided sections.
- _____ When applicable, Discuss eligibility for certificate of attainment/completion –
(document discussion in conference summary and file eligibility in due process file at each annual review)
- _____ Discuss transition **FIRST** in all ARC meetings
- _____ Have ILP at all ARC meetings
- _____ Invite student and parent
- _____ Develop/review multi-year course of study

_____ **ANYTIME at ANY AGE** you have a student who doesn't know what h/s wants to do, or has no idea for their future pertaining to post high school goals, you need to **write a career exploration goal: Voc/PL (2.36)**; write additional career development and awareness goals: **Voc/PL 2.37 and 2.38** as required by KAR 4:060 for **all** students.

_____ **Records need to show student individuality!!!** *(Avoid copy/paste and "one size fits all" transition planning.)* **DO NOT** duplicate the transition PLEP statement from year to year! **NEVER** leave the transition PLEP blank!!!!!!!!!!!!



Transition by age **14:**

(Student may be 13) ... through age 15 ...

- _____ Invite the student on the notice to the annual review
- _____ Indicate on the notice; one purpose of the meeting is to “discuss post-secondary transition needs”
- _____ Provide notice to parent of the Transition IEP meeting, indicating that the student will be invited to attend and the purpose of the meeting is the development of a statement of transition service needs.
- _____ Review the previous IEP or Transition IEP.
- _____ Develop post-school outcomes statements on the Transition IEP.
- _____ Begin the IGP/ILP (*Note where to locate a copy of this/maintain a copy in the due process file? – District decisions.*)
- _____ Develop a statement on the Transition IEP of transition service needs that focuses on course of study (description of instructional program and experiences). Complete the multi-year course of study – designed from where they are now through exiting high school - (*Coursework should be compatible with student’s strengths, preferences, interests, abilities, etc. – not random scheduling...*) *This may change from year to year. May use ILP, IGP or other document that allows for a multi-year plan.*
- _____ Copy of Multi-Year Course of Study in the Due Process File
- _____ Document the diploma decision (standard or certificate of attainment). (*Note: this requirement must be addressed in the IEP or Transition IEP developed during the student’s 8th grade year or the Transition IEP developed during the year of the student’s 14th birthday, whichever occurs first. Document discussion in conference summary and file eligibility in due process file at each annual review*)
- _____ Document provisions of instruction or information for the student in the area of self-determination – to effectively participate in the Transition IEP meetings and advocate for self.

_____ Address transition needs in the IEP through the PLEP statement (*This statement should be a profiled description of the student, what their strengths, interests, preferences are and where they may/will need support in the future as they learn in school or work at a job. This statement is developed based upon the students vision of where he wants to go for postsecondary education or training, where he wants to work, where he wants to live and what he wants to do in his community. Assessment data supports what you write here.*)

_____ If the student does not attend the ARC - plan and document (*conference summary*) how the student is participating in transition planning, what other steps were taken to ensure that the student's needs, preferences and interests were considered in the process of developing the IEP.

_____ Obtain a signed release of information from the student's parent prior to inviting agency representatives to attend the Transition IEP meeting.

_____ Obtain a signed release of information from the student's parent prior to sharing written information with agency representatives.

_____ Ensure that each member of the Transition IEP team contributes relevant information about the student and assists in developing the Transition IEP.



Transition by age 16:

“For the IEP to be in effect when the student is 16”,
(Student may be 15 or younger)

_____ Invite the student on the notice to the annual review

_____ Secure Permission to invite any agency/other representatives to the ARC (file permission in due process file – check with Director of Special Ed on what form to use for permission)

_____ Include agency name on notice after receiving permission to invite/share information

_____ Ensure that the student’s parent has signed a release of information form prior to sharing written information with agency representatives.

_____ Note on the notice – (re: other) - “not needed at this time” if agency reps. are not being invited or are not needed yet (write justification in Conference Summary is adult service agency(ies) is not invited).

_____ Indicate on the notice one purpose of the meeting is to “discuss post secondary transition needs”

_____ Review and Update the IGP/ILP (Note where to locate a copy of this/maintain a copy in the due process file? – District decisions.)

_____ Review and Update student survey

_____ Review and Update parent survey

_____ Update/develop desired post-school outcome statements (Education or Training and Employment; Independent Living if needed) on transition page of the IEP.

_____ Update statement on the Transition IEP of transition service needs that focuses on courses of study (in PLEP).

_____ Review and Update, if needed, the Multi-Year Course of Study (document procedure in the Conference Summary)

_____ Document/Write post secondary transition goals to the IEP in the areas of:

1. _____ education/training (required)
2. _____ employment (required)

3. and, as needed, independent living
(If not needed – statement should be made in PLEP example: “Based on assessment, Mary is not in need of independent living support/goals at this time.” Be able to back that statement up with documentation...use independent living section in your assessment notebook☺)

_____ Document transition services *(this is the linkage box of SETS/ IEP), list activities and services that support each of the (3) post secondary goals.*

_____ Address transition needs in the IEP through the Present Level *(This statement should be a profiled description of the student, what their strengths, interests, preferences are and where they may/will need support in the future as they learn in school or work at a job.)*
Assessment data supports what you write here.

_____ When appropriate, develop statement of agency responsibilities or any needed linkages.

_____ Document provisions of instruction or information for the student in the area of self-determination – to effectively participate in Transition IEP meetings and advocate for self.

_____ (When appropriate) Discuss eligibility for certificate of attainment/completion –
(document discussion in conference summary and file eligibility in due process file at each annual review)

_____ If one or more agencies invited to send representatives to the Transition IEP meeting do not do so, document other steps taken to obtain their participation.

_____ If an agency fails to provide transition services described in the Transition IEP, reconvene the Transition IEP team to identify alternative strategies to meet the student’s transition objectives.

_____ Follow up with agency representatives if an agency representative was unable to attend the Transition IEP meeting to obtain a commitment from the agency to provide or pay for needed transition services; document steps taken.

_____ Follow up with agency representatives if an agency representative did attend to ensure that appropriate information was provided to the agency and that services have been initiated or continued as indicated on the Transition PLEP.



Transition by age 17:

Add the following in addition to listings for age 16:

_____ Discuss and document if the student will take more than 4 years to receive a diploma
(*Communicate with district Director of Sp Ed. the decision to take more than 4 years to
receive diploma*)

_____ Document the date the parent was informed that rights transfer to the student at age 18.

_____ 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.

_____ Document on the Transition IEP that the parent and the student have been informed of
the rights that will transfer to the student (*document discussion in conference summary*).



Addressing Transition by age 18

through the year the student exits high school:

- _____ Address notice of ARC to the student
- _____ Include parents as other(s) invited to ARC (*unless parents have obtained guardianship over the student*)
- _____ 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.
- _____ Include a copy of guardianship document in the due process file, where applicable
- _____ Secure Permission to invite any agency/other representatives to the ARC (*file permission in due process file – check with Director of Special Ed on what form to use for permission*)
- _____ Include agency name on notice after receiving permission to invite/share information
- _____ Review and Update the IGP/ILP
- _____ Review and Update student survey
- _____ Review and Update parent survey (optional, unless guardian)
- _____ Review and Update, if needed, the Multi-Year Course of Study (*note criteria for action in Conference Summary*)
- _____ Continue to address transition needs in the IEP through the Present Level
- _____ Continue to Document/Write post secondary transition goals to the IEP in the areas of:
 1. _____ education/training (required)
 2. _____ employment (required)
 3. _____ **and as needed**, independent living (*If not needed – statement should be made in PLEP example: "Based on assessment, Mary is not in need of independent living goals at this time." Be able to back that statement up with documentation...use independent living section in your assessment notebook ☺*)

_____ Document transition services (*this is the linkage box of SETS/ IEP*), list activities and services that support each of the (3) post secondary goals.

_____ Document interagency linkages if needed (*write or check box marked N/A and write justification for not inviting adult service provider(s) in the conference summary*).

_____ If the student does not attend the ARC - plan and document (*conference summary*) how the student is participating in transition planning and in the process of developing the IEP.

_____ Continue to discuss and document if the student will take more than 4 years to receive a diploma.

_____ (When appropriate) Discuss eligibility for certificate of attainment/completion yearly

_____ If the student does not attend the ARC - plan and document (*conference summary*) how the student is participating in transition planning and in the process of developing the IEP.

_____ If one or more agencies invited to send representatives to the Transition IEP meeting do not do so, document other steps taken to obtain their participation.

_____ If an agency fails to provide transition services described in the Transition IEP, reconvene the Transition IEP team to identify alternative strategies to meet the student's transition objectives.

_____ Follow up with agency representatives if an agency representative was unable to attend the Transition IEP meeting to obtain a commitment from the agency to provide or pay for needed transition services; document steps taken.

_____ Follow up with agency representatives if an agency representative did attend to ensure that appropriate information was provided to the agency and that services have been initiated or continued as indicated on the Transition PLEP.

Last Semester

before exiting public high school:

- _____ Conduct a **meeting with the student (may or may not be an ARC) to complete SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (SOP)** (*Use district forms*)
- _____ Student is provided with a copy of materials that produce the SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (SOP)
- _____ File SOP (*Keep original paperwork - Check with district on where to keep this information*)
- _____ Student and/or legal guardian, and school representative, sign for receipt of SOP
- _____ Assist the student in completing the KY In-School Transition Survey (KISTS)
- _____ Secure contact information for One-Year-Out surveying