

Louisiana Department of Education Transition IEP Requirements Checklist

System: _____ Student Name: _____ ID #: _____ Anticipated Exit Date: _____
 IEP Meeting Date(s): _____ Exceptionality: _____ DOB: _____ School: _____ Grade: _____

The following checklist corresponds to the transition services section of the Individuals with Disabilities Education Act Amendments of 1997 (IDEA '97) and the reauthorization of IDEA 2004. Until final regulations are received, it will be used by the Division of Special Populations to determine alignment with transition regulations.

Number	Yes	No	N/A	Transition Services Regulations
<i>Transition Services Regulations</i>				
1.				Was the student invited?
2.				If the student did not attend, were steps taken to ensure strengths, preferences and interests were considered? (On IEP Transition Services Page: Circle all that apply: vocational sampling, student interview, family interview, teacher interview, observation, testing or other)
3.				Was any other agency invited that is likely to be responsible for providing and/or paying for transition services? (An agency that provides or may provide funding for transition services MUST be invited to all IEP meetings when a transition service page is completed. Appropriate agencies include but are not limited to: Louisiana Rehabilitation Services (LRS), Office for Citizens with Developmental Disabilities (OCDD), etc.)
4.				If other agencies were invited, but did not attend, were other steps taken to obtain their participation in the planning of transition services? (On bottom of the IEP Transition Services Page: When needed, if a participating agency does not attend, document other actions for agency linkages. Examples: Family Forums/Agency Fairs, dissemination of agency brochures, dissemination of transition resource guide-provided it contains agency contact information, etc.)

Parent Notice

5.				Does the parent (and student, if rights have been transferred) IEP notice for a student beginning at 16 (or younger, if needed) indicate that the purpose of the meeting is the consideration of needed transition services?
6.				Does the notice identify any other agency that will be invited to send a representative (Remember, a funding agency MUST be invited to an IEP when a transition services page is completed.)
7.				Does the notice inform the time and location of the meeting and who will be in attendance?
8.				Does the notice inform the parents that they may invite other individuals who have knowledge or special expertise regarding their child, including related services personnel, as appropriate? (Individuals may include, but are not limited to, siblings, grandparents, aunts, uncles, church members, club sponsors, sports team members/coaches, and the student's friends.)

Exception to FAPE and Prior Written Notice

9.				If the student is to graduate with a regular diploma, does the IEP team provide the parent(s) (and student, if rights have been transferred) with prior written notice that graduation with a regular diploma constitutes a change in placement and that the student is no longer entitled to FAPE? (Does not apply to student who have graduated but have not been awarded a regular high school diploma.)
10.				For a student whose eligibility under special education terminates due to graduation with a regular high school diploma, or due to exceeding the age of eligibility, the local education agency shall provide the student with a summary of the student's academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the student's postsecondary goals. (This is a separate form that must be completed.)

Content of the Individualized Education Program (IEP)

11.				Beginning not later than the first IEP to be in effect when the student is 16 (or younger, if appropriate), does the IEP include a statement of transition services (including courses of study) that the student needs to achieve desired post-school results? (A statement in "General
-----	--	--	--	--

Louisiana Department of Education Transition IEP Requirements Checklist

Number	Yes	No	N/A	Transition Services Regulations
				Student Information” must address the specific courses that the student must take to achieve post-school results. If desired, a copy of the student’s five year plan (required by Act 1124) may be attached to the IEP. a list of high school courses offered with the student’s courses targeted may be attached to the IEP, and for Options students, a copy of their Individual Career and Academic Plan may be attached to the IEP. If any of these alternative are chosen, a statement in “General Student Information” must be included indicating the plan is attached.
12.				Transition Services Regulations If the student is 16 (or younger, if appropriate), does the IEP include a statement of needed transition services that is a coordinated set of activities? (Activities are designed within an outcome-oriented process that is focused on improving the academic and functional achievement of the student to facilitate the movement from school to post-school activities based on the individual student’s needs, taking into account the student’s strengths, preferences and interests.)
13.				If the student is 16 (or younger, if appropriate), does the IEP include a statement of needed transition services that considers instruction? (Instruction needed in specific areas to complete needed courses, succeed in the general curriculum and gain needed skills.)
14.				If the student is 16 (or younger, if appropriate), does the IEP include a statement of needed transition services that considers related services? (Related services are services that the student may need to benefit from special education while in school and/or as the student enters the adult world. Examples include, but are not limited to, speech, transportation, OT, PT, counseling, career counseling, etc.)
15.				If the student is 16 (or younger, if appropriate), does the IEP include a statement of needed transition services that considers community experiences? (Experiences that are provided outside of the school building or in community settings. Examples include, but are not limited to, community-based work experiences and/or exploration, job training, banking, shopping, transportation - bus lines, drivers education, and recreation activities. Experiences provide the student the opportunity to become integrated and/or functional within the adult world environment.)
16.				If the student is 16 (or younger, if appropriate), does the IEP include a statement of needed transition services that considers development of employment and other post-school adult living objectives? (Activities that a student needs to successfully achieve post-school goals. Examples include, but are not limited to, skills/services leading to a job/career, registering to vote, filing taxes, renting a home, accessing medical services, filing for insurance or accessing adult services such as Social Security Income (SSI).)
17.				If the student is 16 (or younger, if appropriate), does the IEP include a statement of needed transition services that considers, if appropriate, acquisition of daily living skills? (Daily living skills are activities adults to every day – preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, grooming, etc.)
18.				If the student is 16 (or younger, if appropriate), does the IEP include a statement of needed transition services that considers, if appropriate, a functional vocational evaluation? (A functional vocational evaluation is an assessment process that provides information about job/career interest, aptitudes, and skills. Information may be gathered through situational assessment, observations or formal measures, and should be practical.)
<p>*** It is not required to write a statement justifying why acquisitions of daily living skills or functional vocational evaluations are not addressed on the transition service page. In addition, it is not required to write a statement justifying why no family action steps or agency action steps have been written. (However, the IEP team will need to consider all of the information when completing the transition services page of the IEP to ensure that the developed plan is comprehensive and links the student to the post-school services, supports and programs they need.)</p>				
19.				If the student is 16 (or younger, if appropriate), does the IEP include a statement, if appropriate, of the interagency responsibilities or any needed linkages (i.e., linkages to agencies or services the student needs)? (If an agency (LRS, OCDD, etc.) representative did not attend the IEP meeting, there should not be any action steps written for the agency unless the agency has given a verbal/written commitment to provide a specified services. There are provisions in IDEA that require a school system to provide services indicated on the transition services page if the agency does not do so. The school system can then request reimbursement, but it may be difficult to document approval of the agency action steps with the representative present at the IEP meeting.)

Louisiana Department of Education Transition IEP Requirements Checklist

Number	Yes	No	N/A	Transition Services Regulations
20.				If the student is 16 (or younger, if appropriate), has the statement of transition service needs and statement of needed transition services been reviewed at least annually?
21.				If the student is 16 (or younger, if appropriate), does the IEP include a statement, at least one year before the student reaches the age of majority under state law (18), that the student has been informed of the rights under Part B of the Act, if any, that will transfer to the student when the student reaches the age of majority? (There is a statement printed on the LRE/Placement page.)

Transfer of Rights

22.				At least one year before the student reaches the age of majority (except for a student with a disability who has been determined to be incompetent under state law), did the LEA notify both the student and the parent that all rights under Part B transferred to the student? (Notification needs to be sent to both the parent(s) and the student. If a student has been interdicted in any way – full/partial interdiction, guardianship, continued tutorship etc.—this is a legal process—there should be documentation on file.)
23.				When a student with a disability reaches the age of majority and has not been interdicted or the subject of a tutorship proceeding, the student's parent may allege to the LEA that the student lacks the ability to provide informed consent with respect to his or her educational program. In the event that the parent makes such an allegation, the student has the right to dispute the parent's allegation, either orally or in writing, or by any other method of communication. Any protest or objection to the parent's allegation shall result in the student's educational rights being transferred fully to the student at the age of majority, unconditionally. If the student makes no such dispute or objection, the parent shall retain the student's educational rights. LEAs are required to document in the child's IEP that the parents and the student have been informed of the rights herein and that they have accepted or declined these rights. (A statement in "General Student Information" reflecting the decision of the parent(s) and student will document this requirement.)

Agency Responsibilities for Transition Services				
24.				If a participating agency failed to provide agreed-upon transition services contained in the IEP, was the IEP team reconvened to identify alternative strategies to meet the transition objectives in the IEP? (If the agency provided services, indicate N/A.)

This checklist has been adapted with permission from the following publication: THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT OF 1997 TRANSITION REQUIREMENTS: A Guide for States, Districts, Schools, Universities and Families May 2000, collaboratively developed by Jane Storms, Western Regional Resource Center, Ed O'Leary, Mountain Plains Regional Resource Center, and Jane Williams, Arizona State University West.

***NOTE: This checklist may be amended when final regulations are received for IDEA 2004.