

## Transition IEP Checklist Hancock County Schools

Student Name \_\_\_\_\_ School \_\_\_\_\_ WVEIS # \_\_\_\_\_

**Prior to the completion of this checklist the attached instructions should be reviewed and referenced.**

1. Are there measurable postsecondary goals that address education or training, employment, and (as needed) independent living?	Y N
Can the goals be measured? Will the goals occur after the student graduates from school? <ul style="list-style-type: none"> <li>▪ If yes to both, mark Y / If postsecondary goals are not stated, mark N</li> </ul>	
2. Is/are there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goals?	Y N
Is/are an annual goal(s) included in the IEP that will help the student make progress toward the stated postsecondary goals? <ul style="list-style-type: none"> <li>▪ If yes, mark Y / If there are no annual goals to support postsecondary goals, mark N</li> </ul>	
3. Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate movement from school to post-school?	Y N
Is there a coordinated set of activities that includes at least one area of the following: instruction, related services, community experiences, development of employment and other postschool adult living objectives, and, if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goals? <ul style="list-style-type: none"> <li>▪ If yes, mark Y / If there is not a coordinated set of activities for postsecondary goals, mark N</li> </ul>	
4. For transition services that are likely to be provided or paid for by other agencies with parent or adult student consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for post-secondary goals? Was consent obtained from the parent or adult student? <ul style="list-style-type: none"> <li>▪ If yes to both, mark Y</li> <li>▪ If it is too early to determine if the student will need outside agency involvement or no agency is likely to provide or pay for transition services, mark NA</li> <li>▪ If parent or adult student consent was not provided, mark NA</li> <li>▪ If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, mark N</li> </ul>	
5. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?	Y N
Is the use of a transition assessment(s) for the postsecondary goals documented in the IEP? <ul style="list-style-type: none"> <li>▪ If yes, mark Y / If no, mark N</li> </ul>	
6. Do the transition services include a course of study with focus on improving the academic and functional achievement of the child to facilitate movement from school to post-school?	Y N
Do the transition services include a course of study that aligns with the student's postsecondary goals? <ul style="list-style-type: none"> <li>▪ If yes, mark Y / If no, mark N</li> </ul>	
<b>Does the IEP meet the transition services requirements?</b>	<b>Y N</b>
<ul style="list-style-type: none"> <li>▪ <b>Yes</b> (all Ys or NAs are marked) / <b>No</b> (one or more Ns are marked)</li> </ul> <b>If no, address this issue on your self-assessment with an improvement plan.</b>	

Adapted from the National Secondary Transition Technical Assistance Center (NSTTAC)

**Updated: 9/08**