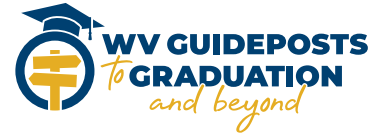


Secondary Transition File Review

Checklist Revised (November 2025)



Source: Statewide IEP (WVEIS) will be used for all reviews of secondary transition plans (Indicator 13)

Secondary transition MUST be addressed if the student is age 14-21; or is 13 and going to be 14 during the life of the IEP.

NOTE: The LEA is responsible for maintaining all documentation in the student's permanent file, including at a minimum: signatures and dated notes regarding parent, student or outside agency not attending, parent(s) not wanting non-adult student to attend, etc. This documentation may be requested for upload to WVDE at any time should credible allegations arise that necessitate further information from the LEA.

Item	Authority	Criterion	Monitoring Criteria			Documentation Reviewed
			Compliant	Not Compliant	Comments	
IEP1	34 CFR §300.324[IDEA] 20 USC 1414(d)(3) 126 CSR 16-Ch.5 §1(C)(2) [2419]	The current IEP has been reviewed and updated within one year from the date of the previous IEP.	IEP has been updated within 365 days of previous annual IEP.	IEP dates exceed 365 days from previous annual IEP.	Initial IEP Only will not have a previous IEP to compare dates.	<ul style="list-style-type: none"> » Consideration of Factors for IEP Development/Annual Reviews Section indicates that the IEP addresses secondary transition services » Annual IEP dates (Current and previous) » Will also check dates on targeted IEPs for transition or amendments (these do not change the annual dates)
TR1	34 CFR §300.320 (b)(1) [IDEA] 126 CSR 16-Ch.5 §2(F)(1) [2419]	Post-secondary goal(s) are based on age-appropriate secondary transition assessments.	The IEP contains documentation under the assessment data section that age-appropriate secondary transition assessment(s) were used to develop student's postsecondary goals.	The IEP does NOT contain documentation that age-appropriate secondary transition assessment(s) were used to develop student's postsecondary goals.	<p>If informally discussed at the IEP meeting or directly with the student, write in as informal interview. Include date and a summary of results in the assessment section of the IEP.</p> <p>Grades are not considered secondary transition assessments.</p>	<ul style="list-style-type: none"> » IEP Assessment Data Section contains results from age-appropriate assessments – including title of the assessment or informal tool, the date it was administered, and a summary of the results. » Transition assessment data must be included annually in the assessment section (even if you do not administer one annually). <p>NOTE: Age-Appropriate transition assessments should be on-going with data collected throughout the year(s); the recommendation is that multiple different types of secondary transition assessments are given between ages 14-21.</p>

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TR2	34 CFR §300.321 [IDEA] 126 CSR 16-Ch.5 §1(F)(4)(c) [2419] 126 CSR 16-Ch.5 §2(C)(8) [2419]	There must be evidence that when appropriate, a representative of any participating agency that is likely to be providing or paying for transition services, including, if appropriate, pre-employment transition services , was invited to the IEP Team meeting <u>with the prior consent</u> of the parent or student who has reached the age of majority.	<p>Parent or adult student consent was obtained prior to inviting any representative of an outside agency and the outside agency was invited to the IEP meeting where secondary transition planning was discussed.</p> <p>Parent or adult student consent was not obtained and outside agencies were not invited to the IEP meeting where secondary transition planning was discussed.</p>	<p>Parent or adult student consent was obtained prior to inviting any representative of an outside agency and the outside agency was not invited to the IEP meeting where secondary transition planning was discussed.</p> <p>Parent or adult student consent was not obtained and outside agencies were invited to the IEP meeting where secondary transition planning was discussed.</p>	<p>If the IEP Team determined that no agency is needed at this time, or student was not turning transition age of 14 when IEP would be in effect, NA may be used for both parent/agency questions.</p> <p>Reminder: Only invite an outside agency when it is appropriate, you do not have to invite to every transition meeting. See details in the criterion column.</p>	<ul style="list-style-type: none"> » Consideration of Factors for IEP Development/Annual Reviews Section indicates that the IEP Team intends to invite outside agency » Parent(s)/Adult Student Consent section indicates a response for parent consent » Outside Agency Invite section indicates a response for invitations to an outside agency » Outside Agency is listed on the cover page of IEP <p>NOTE: OSEP Guidance explains that districts must seek consent EVERY time they wish to invite an agency representative to an IEP meeting. This is because of the district's duty to prevent the disclosure of personally identifiable information, and each IEP meeting involves a discussion of confidential information. [Letter to Gray, 50 IDEALR 198 (OSEP 2008)]</p>
TR3	34 CFR §300.320 (a)(7) [IDEA] 34 CFR §300.320 (b)(1-2) [2419] 126 CSR 16-Ch.5 §1(F)(5) [2419]	There is evidence that the student was invited to the IEP meeting where secondary transition planning was discussed.	There is documentation that student was invited to the IEP meeting. IEP Student Invite section has been marked YES.	There is no documentation that the student was invited to the IEP meeting. Student Invite section has been marked no .	<p>If the student was not invited to the meeting, include why not in the space provided. It will be marked noncompliant if rationale is missing and the student invite is marked no.</p> <p>In the Student Preferences section, always include how the student's preferences and interests were considered. Do not summarize the secondary transition assessment data. (See TR6 for more on assessments).</p>	<ul style="list-style-type: none"> » Student name is on the cover page of IEP documenting attendance » The Student Invite section indicates a response for invitations to the student. » The Student Preferences – Transition Considerations Section (TR2) has been completed to indicate how student's interests and preferences were considered. <p>NOTE: If the student does not attend the IEP Team meeting, the LEA must take other steps to ensure that the student's preferences and interests are considered.</p>

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TR4	34 CFR §300.320 (b)(2) [IDEA] 126 CSR 16-Ch.5 §2(F)(2) [2419] 126 CSR §67 3.22-3.24 [2315] 126 CSR §42 App. D [2510]	Transition services include courses of study that will enable the student to meet their post-secondary goal(s).	There is clear alignment between the student's courses of study (from the PEP) and the student's post-secondary employment and education goals in IEP transition plan.	There is no clear alignment between the student's courses of study (from the PEP) and the student's post-secondary employment and education goals in IEP transition plan.	For students who are aged 14 and not yet in 8th grade – all middle school courses would meet this requirement for the student to progress to high school. Courses of study must be individualized for each student. Include which specific courses in the PEP align to the IEP post-secondary goals. If the student is working only on core content courses, show how those classes will align to their post-secondary goals.	<ul style="list-style-type: none"> » Transition Considerations – Courses of Study (TR4) includes the student's previous and current courses of study (from the PEP) and those courses show alignment with the student's post-secondary goals in the IEP transition plan. » WVEIS programs of study and course requests will enable the student to achieve their post-secondary goals as listed in the secondary transition plan. <p>NOTE: There is no longer any requirement related to course cluster or career pathway options. Also the PEP may NOT be attached to the IEP.</p>
			NOTE: A Personalized Education Plan (PEP) is required for all students in grades 8-12 and lists the student's past, present and future course trajectory. However, the PEP is NOT part of the IEP. You need to include a list of courses and the alignment			
TR5	34 CFR §300.320 (b)(1) [IDEA] 126 CSR 16-Ch.5 §2(F)(1) [2419]	There is an appropriate measurable post-secondary goal that addresses education or training after high school .	The Secondary Transition Plan contains an appropriate post-secondary goal that has a timeline, is specific, measurable and supported by transition assessment results.	The Secondary Transition Plan <u>does not</u> contain an appropriate post-secondary goal that has a timeline, is specific, measurable and supported by transition assessment results.	There are no exceptions as this is a required goal for ALL students regardless of disability or which diploma they will receive.	<p>Post-secondary Education / Training Goal:</p> <ul style="list-style-type: none"> » Is about education or training (including on-the-job or courses/training for certification without degree) » Specifies the timeline is after high school or graduation » Contains active verbs - i.e., Johnny will... (measurable) » Supported by specific transition assessment results
TR6	34 CFR §300.320 (b)(1) [IDEA] 126 CSR 16-Ch.5 §2(F)(1) [2419]	There is an appropriate measurable post-secondary goal that addresses employment after high school.	The Secondary Transition Plan contains an appropriate post-secondary goal that has a timeline, is specific, measurable and supported by transition assessment results	The Secondary Transition Plan <u>does not</u> contain an appropriate post-secondary goal that has a timeline, is specific, measurable and supported by transition assessment results.	There are no exceptions as this is a required goal for all students regardless of disability or which diploma they will receive.	<p>Post-secondary Employment Goal:</p> <ul style="list-style-type: none"> » Is about employment/ future career (not summer or part-time jobs to pay for college) – looking for a career choice that matches courses of study » Specifies the timeline is after high school or graduation » Contains active verbs - i.e., Johnny will (measurable) » Supported by specific transition assessment results

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TR7	34 CFR §300.320 (b)(1) [IDEA] 126 CSR 16-Ch.5 §2(F)(1) [2419]	There is a measurable post-secondary goal that addresses independent living after high school .	The Secondary Transition Plan contains an appropriate post-secondary goal that has a timeline, is specific, measurable and supported by transition assessment results. Includes "NA at this time." or "An independent living goal is not appropriate for the student at this time."	The Secondary Transition Plan <u>does not</u> contain an appropriate post-secondary goal that has a timeline, is specific, measurable and supported by transition assessment results. This section has been left blank .	The IEP team determines if this is an appropriate goal for the student (some will need one and some will not). Do not leave blank – if you do, there is not a way to document that the IEP even discussed the need for independent living goal.	Post-secondary Independent Living Goal : » Is about student's FUTURE independence related to housing, health, finances, community activities, transportation, etc. » Specifies the timeline is AFTER high school or graduation » Contains active verbs - i.e., Johnny will... (measurable) » Supported by specific transition assessment results.
TR8	34 CFR §300.320 (b)(2) [IDEA] 20 USC CFR §300.43 126 CSR 16-Ch.5 §2(F)(2) [2419]	There are transition services in the IEP that will reasonably enable the student to meet their post-secondary goals.	Secondary transition services are based on the student's individual needs and include at least one activity that will be provided by the LEA during the timeframe of the IEP, that supports the student's annual transition goal.	Secondary transition services are not based on the student's individual needs and do not include at least one activity that will be provided by the LEA during the timeframe of the IEP, that supports the student's annual transition goal.	Grade level curriculum or alternate diplomas are not considered transition services. Transition services are to be delivered during the current IEP timeframe.	Transition Services – Coordinated Activities (TR8) - section » Minimally includes one service/activity that supports the Annual Transition Goal. NOTE: LEAs can require more than one service or activity to be completed. » If outside agencies are involved, an appropriate description of the service they will provide or pay for has been included. The online IEP contains HELP Text that provides examples of secondary transition services/activities.
TR9	34 CFR §300.320 (a)(2)(i)(B) [IDEA] 126 CSR 16-Ch.5 §2(F)(3) [2419]	There is at least one annual goal that is related to the student's secondary transition activities.	At least one annual transition (TR9) goal has been written for the current IEP. This goal must be linked to at least one secondary transition service/activity.	No annual transition (TR9) goal has been written for the current IEP.	Annual transition (TR9) goals are to be written for the current IEP timeframe . These are short-term goals that would enable the student to potentially achieve their post-secondary goals.	IEP Annual Goals Section: » Annual Transition (TR9) Goal contains a realistic goal that is linked to a secondary transition service/activity NOTE: Please do not use additional content goal. You may have more than one Annual Transition (TR9) Goal.

Resources

To enroll for the Secondary Transition course, the new URL is <https://wvde.instructure.com/enroll/99DKR9>

Web resources can be found at [WV Guideposts to Graduation | West Virginia Department of Education](#)

For additional information, please contact Tonya Rutkowski, WVDE Coordinator at tonya.rutkowski@k12.wv.us