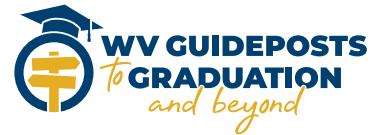


Secondary Transition Compliance vs. Best Practice Chart



This document is designed to help special educators and IEP teams clearly distinguish between minimum compliance requirements for secondary transition and best practices that lead to improved post-school outcomes for students with disabilities. By comparing what is required with what is effective, the chart supports schools and LEAs in moving beyond compliance toward intentional, student-centered secondary transition planning.

Component	Compliance and Accountability (Minimum Requirement)	Strategies for Improving Results (Best Practices)
Student Involvement	Students are invited to the annual IEP meeting in which the student turns 14 and each year after.	Students actively participate in the meeting, contribute to their own goals (in their own words), and help lead part of the IEP discussion.
Age-Appropriate Transition Assessment	One or more age-appropriate secondary transition assessments are documented in every IEP (during transition age).	Multiple data sources (formal and informal) are used across years; results are discussed with student/family; data directly drives post-secondary goals and services.
Post-secondary Goals	Measurable goals are written for education/training, employment, and (when appropriate) independent living.	Goals are specific, student-centered, and updated annually to reflect growth in skills, interests, and experiences.
Courses of Study	A list of previous and current courses that support the post-secondary transition goals, is included annually in the IEP.	Courses and electives are strategically aligned to student's post-secondary goals (e.g., CTE pathway, dual credit, specialized electives, work-based learning, internships). Adjustments are made annually based on student progress and changing goals.
Secondary Transition Services and Activities	Services/activities are documented in the IEP with at least one service aligned to the annual transition goal.	Services are coordinated, multi-year, and connected to post-secondary goals. Activities include community-based instruction, work-based learning, and collaboration with outside agencies when appropriate.
Outside Agency Involvement	Outside agency representatives are invited when appropriate, with prior parent consent.	Ongoing collaboration with agencies; roles and responsibilities are defined; agencies are present at meetings or provide written input; smooth transitions are planned before graduation with a regular high school diploma or maximum age.
Present Levels of Performance (PLEP)	Secondary transition-related needs are included in the PLEP (can be in the transition, general, or additional content PLEPs).	Secondary Transition PLEP is comprehensive and describes students' strengths, preferences, and interests across education, employment, and independent living.
Annual Transition Goals	At least one measurable annual secondary transition goal aligns with post-secondary goals.	Annual goals are measurable, scaffold toward long-term post-secondary outcomes, and include both academic and functional skill development (e.g., self-advocacy, career readiness).
Age of Majority	Students and parents are notified prior to the student turning age 17 that rights will automatically transfer to the student at age 18. The original date is documented during the annual IEP meeting.	Students receive explicit instruction on rights, self-advocacy, and decision-making before age 18; support is in place for independent decision-making.
Summary of Performance	A Summary of Performance document is provided to students upon graduation with a regular high school diploma or reaching maximum age for FAPE.	A personalized, student-friendly Summary of Performance document is provided, and students are taught how to use this document to self-advocate and access support in college, employment, and adult life and provided with resource information (e.g., DRS, DHS, Social Security).

Resources

Refer to the *Transition File Review Checklist* and other compliance documents on the [West Virginia Guideposts to Graduation website](#) for additional details and regulatory requirements.