

TRANSITION FILE REVIEW – CHECKLIST (2023)

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.

Item	AUTHORITY	COMPLIANCE ITEM	MONITORING CRITERIA			DOCUMENTATION REVIEWED
			Yes	No	NA	
IEP1	IDEA §300.324 (b) (3)(1) 126 CSR 16-Ch.5 §1(C)(2)	The current IEP has been reviewed within one year from the date of the previous IEP.	IEP has been updated within 365 days	IEP dates exceed 365 days	Initial IEP Only	<ul style="list-style-type: none"> IEP dates (Current and previous) Meeting Notice is 8 days prior to IEP meeting
TR1	IDEA §300.321 (b)(3) 126 CSR 16-Ch.5 §1(F)(4)(c)	<p>Parent or adult student provided permission to invite an outside agency to the transition IEP meeting.</p> <p>Note: may need to review previous IEPs or other documentation for consent.</p>	Parent or adult student consent was obtained prior to district invitation of agencies providing transition services.	Parent or adult student consent was not obtained prior to district invitation of agencies providing transition services.	IEP states no agency is needed at this time or student was not turning transition age of 14 when IEP would be in effect. LEA has documented attempt(s) to obtain consent in invite an agency, but parent/ adult student did not respond or denied consent.	<ul style="list-style-type: none"> IEP - Considerations section Consent documents (Permission to invite form, handwritten permission or DRS forms signed by parent) Consent documents not returned (Record date, method of how it was sent, # times sent without a response) Consent dies on IEP meeting date, not date of notice <p>Note: All documentation must be signed/initialed & dated appropriately. Consent signed annually per federal guidance.</p>
TR2	IDEA §300.321 (b)(3) 126 CSR 16-Ch.5 §1(F)(4)(c)	There must be evidence that if 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.	Documentation that notice was sent to agency representatives or signature of agency representative on the IEP.	No documentation that the notice was sent to agency representatives nor was the signature of agency representative on the IEP.	Statement or other evidence that IEP team has determined that an agency invitation is not appropriate at this time or student was not transition age of 14 when IEP would be in effect.	<ul style="list-style-type: none"> Meeting Notices Signatures for IEP Team Participants

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TR3	IDEA §300.320 (b)(1) 126 CSR 16-Ch.5 §2(F)(1)	There is an appropriate measurable post-secondary goal that addresses EDUCATION or TRAINING after high school.	The IEP contains at least one appropriate post-secondary goal in the area of EDUCATION or TRAINING that is: 1) measurable, 2) found in Present Levels, and 3) supported by assessment results.	The IEP does not contain a post-secondary goal in the area of EDUCATION or TRAINING or the goal is not measurable, or the goal does not align with present levels of performance and assessment results.	NA is not an option for this item.	IEP transition consideration section for Education/Training Goals (Post Secondary)
TR4	IDEA §300.320 (b)(1) 126 CSR 16-Ch.5 §2(F)(1)	There is an appropriate measurable postsecondary goal that addresses EMPLOYMENT after high school.	The IEP contains at least one appropriate postsecondary goal in the area of EMPLOYMENT that is: 1) measurable, 2) found in Present Levels, and 3) supported by assessment results.	The IEP does not contain a postsecondary goal in the area of EMPLOYMENT or the goal is not measurable, or the goal does not align with present levels of performance and assessment results.	NA is not an option for this item.	IEP transition consideration section for Employment Goals (Post Secondary)
TR5	IDEA §300.320 (b)(1) 126 CSR 16-Ch.5 §2(F)(1)	If the IEP team determines this is appropriate, there is a measurable post-secondary goal that addresses INDEPENDENT LIVING after high school.	The IEP contains at least one appropriate post-secondary goal in the area of INDEPENDENT LIVING that is: 1) measurable, 2) found in Present Levels, and 3) supported by assessment results.	The IEP does not contain a post-secondary goal in the area of INDEPENDENT LIVING or the goal is not measurable, or the goal does not align with present levels of performance and assessment results.	DO NOT LEAVE BLANK “An independent living goal is not appropriate for the student at this time.” “NA at this time.”	IEP transition consideration section for Independent Living Skills Goals (Post Secondary) Note: if NA is used, make sure to include at this time, because it may become applicable in the future.
TR6	IDEA §300.320 (b)(1) 126 CSR 16-Ch.5 §2(F)(1)	Postsecondary goal(s) are based on age-appropriate transition assessments.	The file contains documentation that age-appropriate transition assessment(s) were used to develop student's post-secondary goals.	The file does NOT contain documentation that age-appropriate transition assessment(s) were used to develop student's post-secondary goals.	NA is not an option for this item.	IEP Assessment Data IEP Transition Considerations Note: Include the title of the Assessment used AND the date administered. Transition Assessment Resource Bank provided to support postsecondary outcomes at: WV Guideposts to Graduation (WVGtG) - West Virginia Department of Education (wvde.us)

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TR7	IDEA §300.320 (b)(2) 126 CSR 16-Ch.5 §2(F)(2)	Transition services include courses of study that will enable the student to meet postsecondary goal(s).	Documentation must show that: 1) student's Career Cluster aligns with their postsecondary goals, AND 2) Courses listed in the PEP align with the transition plan in the IEP.	There is no clear alignment between the IEP Transition Plan and the PEP	Student is currently below the 8th grade; PEP will be completed during their 8th grade year.	IEP Transition Plan Course of Study aligns with student PEP Program of Study <ul style="list-style-type: none"> IEP Career Pathways Option aligns with selected Career Cluster Courses listed in the PEP align with the transition plan in the IEP *Personalized Education Plan (PEP)
TR8	IDEA §300.321 (b)(1-2) 126 CSR 16-Ch.5 §1(F)(5)	There is evidence that the student was invited to the IEP meeting. Note: If the student does not attend the IEP Team meeting, the public agency must take other steps to ensure that the student's preferences and interests are considered.	File contains the student's invitation to the IEP meeting, or the student signature was on the IEP.	File does NOT contain the student's invitation to the IEP meeting.	NA is not an option for this item.	<ul style="list-style-type: none"> Meeting Notice Student Signature documenting attendance Note: If parent does not want student to attend, document this on the meeting notice next to student name.
TR9	IDEA §300.320 (a)(2) 126 CSR 16-Ch.5 §2(F)(3)	There are annual IEP goal(s) related to the student's transition service's needs.	At least one area is indicated by checking an appropriate box and is connected to at least one annual goal.	No area has been selected and/or is not connected to at least one annual goal.	NA is not an option for this item.	Annual transition goals must be written to allow student to achieve progress toward post-secondary goals and must be aligned with the IEP Transition Activities/ Linkages section
TR10	IDEA §300.320 (b)(2) 126 CSR 16-Ch.5 §2(F)(2)	There are transition services in the IEP that will reasonably enable the student to meet their postsecondary goals.	At least one or more activities/ linkages are addressed by selection of the party responsible and a description of services to be provided.	No activity/ linkage has been addressed by selecting the party responsible and/ or the description of service(s) to be provided is not present.	NA is not an option for this item.	IEP Transition Activities/ Linkages section Note: Although schools may provide transition services, only DRS can arrange for or provide Pre-ETS (which may look similar to transition services).