

# Single Page IEP Transition File Review Checklist



Item	Compliance Item	Verification Documents	Y	N
IEP 1	The Current IEP has been reviewed within one year from date of Previous IEP	<ul style="list-style-type: none"> <li>» IEP Dates (current and previous)</li> <li>» Meeting Notice 8 days prior to meeting</li> </ul>		
TR 1	Parent or Adult Student provide permission to invite outside agency to transition IEP Meeting (may need to review prior IEP/other documents)	<ul style="list-style-type: none"> <li>» IEP-considerations Section</li> <li>» Consent documents (permission to invite form, signed by parent)</li> <li>» Consent documents not returned (document times sent),</li> <li>» Consent dies on IEP Meeting date, not notice</li> <li>» <b>Must be signed/dated properly</b> (consent signed annually)</li> </ul>		
TR 2	Evidence that agency representative that will likely provide or pay for transition services was invited to IEP Team meeting (if appropriate) w/ prior consent of parent or adult student (prior to mtg notice going out)	<ul style="list-style-type: none"> <li>» Meeting Notices</li> <li>» Signatures for IEP Team Participants</li> </ul>		
TR 3	There is an appropriate measurable postsecondary goal that addresses <b>EDUCATION or TRAINING</b> after high school.	<ul style="list-style-type: none"> <li>» IEP Transition Consideration Section for Education/ Training Goals (Post-Secondary)</li> </ul>		
TR 4	There is an appropriate measurable postsecondary goal that addresses <b>EMPLOYMENT</b> after high school.	<ul style="list-style-type: none"> <li>» IEP Transition Consideration Section for Employment Goals (Post-Secondary)</li> </ul>		
TR 5	If the IEP team determines this is appropriate, there is a measurable postsecondary goal that addresses <b>INDEPENDENT LIVING</b> after high school.	<ul style="list-style-type: none"> <li>» IEP transition consideration section for Independent Living Skills Goals (Post-Secondary)</li> <li>» <b>If N/A, include “at this time” as it may become appropriate in the future.</b></li> </ul>		
TR 6	Postsecondary goal(s) are based on age-appropriate transition assessments.	<ul style="list-style-type: none"> <li>» IEP Assessment Data</li> <li>» IEP Transition Considerations</li> <li>» <b>Include Title and Date Administered</b></li> </ul>		
TR 7	Transition services include courses of study that will enable the student to meet postsecondary goal(s).	<ul style="list-style-type: none"> <li>» <b>IEP Transition Plan Course of Study Aligns with student PEP Program of Study</b></li> <li>» IEP Career Pathways Option aligns with selected Career Cluster</li> <li>» Courses listed in the PEP align with the transition plan in the IEP</li> </ul>		
TR 8	There is evidence that the student was invited to the IEP meeting. If they do not attend, other steps to ensure that the student's preferences and interests are considered.	<ul style="list-style-type: none"> <li>» Meeting Notice</li> <li>» Student Signature documenting attendance</li> <li>» <b>If parent doesn't want student to attend, document next to student name.</b></li> </ul>		
TR 9	There are annual IEP goal(s) related to the student's transition service's needs.	<ul style="list-style-type: none"> <li>» Annual transition goals must be written to allow student to achieve progress toward post-secondary goals</li> <li>» <b>A specific transition annual goal will be monitored beginning SY24-25.</b></li> </ul>		
TR 10	There are transition services in the IEP that will reasonably enable the student to meet his or her post-secondary goals.	<ul style="list-style-type: none"> <li>» IEP Transition Activities/Linkages Section</li> <li>» <b>Schools may provide transition services, only DRS can arrange for or provide Pre-ETS</b></li> </ul>		

Please visit the WV Department of Education website [WV Guideposts to Graduation \(WVGtG\)](https://www.wvde.gov/guidance/wvgtg) for additional resources for Secondary Transition Planning or email [ssip.wvde@k12.wv.us](mailto:ssip.wvde@k12.wv.us).