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## Secondary Transition Due Process Checklist

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**Background:** Our checklist was adapted from the Northern Lights Special Education Cooperative document: “Transition Due Process Compliance Checklist,” and is inclusive of information learned by viewing the Transition Training modules on MDE’s website as well as our recent participation in the MDE Record Review process. There are two required areas for Post Secondary Transition that must be addressed for all IEP students:

- 1) Post-secondary Education and Training
- 2) Employment

Transition IEPs may also include the additional areas encompassed by Independent Living: recreation and leisure, community participation, and home living, if assessments indicate there are special education needs in those areas.

### **Evaluation Report:**

- Completed before the 9th grade IEP meeting; this may be during an initial or reevaluation that is conducted during 7th or 8th grade. If Transition is assessed during 7th or 8th grade, the corresponding IEP must also address all components of Transition requirements in this document.
- Contains not less than two age-appropriate transition assessments.
- Information must be gathered from at least two sources across the administered assessments. (examples: student, parent/guardian, teacher)
- Assessment instruments may be formal, informal or a combination of both.
- The Evaluation Plan must list Transition as an area to be assessed and the assessment instruments you will be using.

### **Report Contains:**

- Data and information related to the Transition assessments that were administered, which would be considered the present levels of performance.
- Statements about the student’s and parent/guardian’s preferences and interests related to the transition areas.
- A summary that includes the Transition assessments.
- Transition needs related to the disability and student/family preferences.

### **Team Meeting Notice:**

- The student must be invited to the meeting.
- The annual meeting notice must state that part of the meeting will be spent on transition planning.
- If a 7th or 8th grader was reevaluated and Transition was part of the eval, then it must also be addressed on the IEP. (Age appropriately!)

### **IEP - PLAAFP:**

- Must contain present levels for the two required areas at a minimum; other areas as needed.
- Must address needs related to Transition areas. It's unlikely that there would not be any special education needs related to Transition: ie improving academics skills in the area of reading would relate to preparing to attend a post-secondary training program.

### **Measurable Post-Secondary Goals:** (part of Transition Services 1 in SpEd Forms)

- Statements that declare the student's future aspirations after graduation. Best practice statements contain not only what the student will do, but when and to what degree. Example: Upon graduating from High School, John will enroll full time in the auto mechanics program at Alexandria Technical College. Monitoring has also accepted the following language: John will attend college after high school.
- Statements must be phrased using "I will," or "Student Name will" vs. "I hope to", "John wants to", " Mary plans to."
- There must be statements for education or training and for employment. Independent living statements are required only if appropriate.

### **Courses of Study:** (part of Transition Services 1 in SpEd Forms)

- A listing of the classes that the student will most likely take over the one year course of the current IEP - which will most often require a record of two school years.
- There should be a correlation between courses and the students post-secondary goals, particularly as the student enters junior and senior years when there are more course options available to students. Example - a 9th grade a student who wants to go to a technical college would appropriately have many academic courses; an 11th grader who plans to attend a technical college for carpentry should have woodworking/carpentry courses.
- You should not use the word "electives." Do your best to project the appropriate courses.
- You should list Special Education time and the skills that are being taught.

**Transition Services:** (part of Transition Services 2 in SpEd Forms)

- Place activities in the topic area you feel is most appropriate. All goals should have a related instructional service, for example, if there is a math goal, the “Improve math skills” should be listed in the Instruction category.
- Assign responsibility for the activity or learning. Simply stating “school” or “parent & student” or “county” is sufficient.
- Revisit annually. If previous activities have not occurred as planned, discuss alternate ways of achieving or activities that could be substituted.

**Age of Majority:** (part of Transition Services 2 in SpEd Forms)

- Beginning not later than one year before the student turns 18, the IEP must include a statement that the student (and parent!) has been informed of his/her rights under IDEA that will transfer to the student upon reaching 18 years of age.
- Due to varying correlations between birthdays and IEP meeting timelines, it is recommended to make this a part of the IEP during the year in which the student is 16.
- On the IEP Meeting Notice or on the agenda, include “Age of Majority” as a topic of discussion.
- Enter the meeting date in the “Transfer of Rights at Age of Majority” section of the IEP

**Annual IEP Instructional Goals:**

- Transition may be a separate goal area, OR
- Transition needs can be incorporated into an academic goal(s)
- Each goal must contain at least two objectives