

Transition Planning Checklist

Requirement	Yes	No	N/A
Prior to age 14, the student was provided with annual, individualized, varied, age-appropriate, transition assessment, prior to the ARD.			
A separate invitation for the ARD meeting was given to the student prior to the meeting.			
The student was prepared to participate and advocate within the ARD meeting.			
Student participated in the ARD meeting and led portions or all components of the IEP meeting.			
If the student was not in attendance at the ARD, I met with the student in advance of the ARD to gather transition assessments (student strengths, interests, preferences, and needs) in order to present on the student's behalf.			
I documented transition assessment results in the IEP (PLAAFP, transition plan).			
I documented student strengths in the IEP (PLAAFP, transition plan).			
I documented student needs in the IEP (PLAAFP, transition plan).			
I documented student Preferences/Interests in the IEP (PLAAFP, transition plan).			
I reviewed and included a course of study that aligns with the student's postsecondary goals in the ARD meeting.			
I documented the student's involvement in the student's transition to life outside of public school (student participation, coordinated set of activities).			
I documented the parent's involvement in the student's transition to life outside of public school (ARD participation, coordinated set of activities, parent interviews).			
I considered the need for an FVE and stated why or why not it is needed.			
If an FVE was completed, I reviewed and documented the results in the IEP meeting.			
I shared resources to connect with a government agency (beginning in elementary as needed).			

I completed and updated the coordinated set of activities for all areas (Instruction, Work, Community, Related Services, Daily Living) including WHAT/WHO/WHEN components.			
The completed coordinated set of activities aligns with postsecondary goals, transition assessment results, and the PLAAFP.			
I included appropriate and measurable postsecondary goals for Employment, Education/Training, and Independent Living.			
Postsecondary goals align with transition assessment results, course of study, and enrolled CTE courses.			
The ARD committee reviewed, discussed, and documented the graduation plan that aligns with the student's course of study.			
I wrote at least one measurable annual IEP goal for transition.			
The annual IEP goal aligns with the needs documented in the PLAAFP and transition plan.			
I documented prior to the age of 14 and every year afterward efforts to improve self-determination skills and shared the supported decision-making agreement.			
Prior to age 17, I provided written notice of transfer of rights and obtained parent and student signatures.			
If the student has reached age 18, we considered age-appropriate instructional environments in the ARD meeting.			
I accurately completed the SPPI 13 checklist in my special ed software upon completion of the IEP meeting.			

For more information about transition services for students with disabilities, contact Tracy Johnston at tjohnston@esc7.net.

Access ESC Region 7 Secondary Transition Resources [HERE](#).

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