

Secondary Transition File Review

Checklist Revised (August 2024)



Source: Statewide Database (WVEIS) will be used for all reviews of secondary transition plans (Indicator 13)

Secondary 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.

NOTE: The LEA is responsible for maintaining all documentation in the student's permanent file, including at a minimum: signatures and dated notes regarding parent, student or outside agency not attending, parent(s) not wanting non-adult student to attend, etc. This documentation may be requested for upload to WVDE at any time should credible allegations arise that necessitate further information from the LEA.

ITEM	AUTHORITY	CRITERION	MONITORING CRITERIA			DOCUMENTATION REVIEWED
			Compliant	Not Compliant	Comments	
IEP1	34 CFR §300.324[IDEA] 20 USC 1414(d)(3) 126 CSR 16-Ch.5 §1(C)(2) [2419]	The current IEP has been reviewed and updated within one year from the date of the previous IEP.	IEP has been updated within 365 days of previous annual IEP.	IEP dates exceed 365 days from previous annual IEP.	Initial IEP Only will not have a previous IEP to compare dates.	<ul style="list-style-type: none"> IEP Considerations Section indicates that the IEP addresses secondary transition services Annual IEP dates (Current and previous) Will also check dates on targeted IEPs for transition or amendments (these do not change the annual dates)
TR1	34 CFR §300.321 [IDEA] 126 CSR 16-Ch.5 §1(F)(4)(c) [2419] 126 CSR 16-Ch.5 §2(C)(8) [2419]	There must be evidence that when 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.	Parent or adult student consent was obtained prior to inviting any representative of an outside agency AND the outside agency was invited to the IEP meeting where secondary transition planning was discussed. Parent or adult student consent was NOT obtained AND outside agencies were NOT invited to the IEP meeting where secondary transition planning was discussed.	Parent or adult student consent was obtained prior to inviting any representative of an outside agency AND the outside agency was NOT invited to the IEP meeting where secondary transition planning was discussed. Parent or adult student consent was NOT obtained AND outside agencies were invited to the IEP meeting where secondary transition planning was discussed.	<p>NA for BOTH parent/agencies may be used in the IEP IF:</p> <ul style="list-style-type: none"> the IEP Team determined that no agency is needed at this time or student was not turning transition age of 14 when IEP would be in effect <p>OR</p> <ul style="list-style-type: none"> LEA has documented attempt(s) to obtain consent to invite an agency, but parent/adult student did not respond. 	<ul style="list-style-type: none"> IEP Considerations section indicates that the IEP Team intends to invite outside agency Outside Agency is listed on the cover page of IEP Parent(s)/Adult Student Consent section indicates a response for parent consent Outside Agency Invite section indicates a response for invitations to an outside agency <p>NOTE: OSEP Guidance explains that districts must seek consent EVERY time they wish to invite an agency representative to an IEP meeting. This is because of the district's duty to prevent the disclosure of personally identifiable information and each IEP meeting involves a discussion of confidential information. [Letter to Gray, 50 IDEALR 198 (OSEP 2008)]</p>
TR2	34 CFR §300.320 (a)(7) [IDEA] 34 CFR §300.320 (b)(1-2) [2419] 126 CSR 16-Ch.5 §1(F)(5) [2419]	There is evidence that the student was invited to the IEP meeting where secondary transition planning was discussed.	There is documentation that student was invited to the IEP meeting. IEP Student Invite section has been marked YES .	There is no documentation that the student was invited to the IEP meeting. Student Invite section has been marked NO .	<p>If the parent does not want the student to attend, this MUST be documented on the meeting notice next to the student's name.</p> <p>IEP Student Invite section must be marked NO.</p>	<ul style="list-style-type: none"> Student name is on the cover page of IEP documenting attendance The Student Invite section indicates a response for invitations to the student. The Student Preferences – Transition Considerations Section (TR2) has been completed to indicate how student's interests and preferences were considered. <p>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.</p>

ITEM	AUTHORITY	CRITERION	MONITORING CRITERIA			DOCUMENTATION REVIEWED
			Compliant	Not Compliant	Comments	
TR3	34 CFR §300.320 (b)(1) [IDEA] 126 CSR 16-Ch.5 §2(F)(1) [2419]	There is an appropriate measurable post-secondary goal that addresses EDUCATION or TRAINING after high school.	The Secondary Transition Plan contains an appropriate post-secondary goal that has a timeline, is specific, measurable and supported by transition assessment results.	The Secondary Transition Plan DOES NOT contain an appropriate post-secondary goal that has a timeline, is specific, measurable and supported by transition assessment results.	There are no exceptions as this is a required goal for ALL students regardless of disability or which diploma they will receive.	Post-secondary EDUCATION/TRAINING Goal: <ul style="list-style-type: none"> Is about education or training (including on-the-job or courses/training for certification without degree) Specifies the timeline is AFTER high school or graduation Contains active verbs - i.e., Johnny will (measurable) Supported by specific transition assessment results (see TR6)
TR4	34 CFR §300.320 (b)(1) [IDEA] 126 CSR 16-Ch.5 §2(F)(1) [2419]	There is an appropriate measurable post-secondary goal that addresses EMPLOYMENT after high school.	The Secondary Transition Plan contains an appropriate post-secondary goal that has a timeline, is specific, measurable and supported by transition assessment results.	The Secondary Transition Plan DOES NOT contain an appropriate post-secondary goal that has a timeline, is specific, measurable and supported by transition assessment results.	There are no exceptions as this is a required goal for ALL students regardless of disability or which diploma they will receive.	Post-secondary EMPLOYMENT Goal: <ul style="list-style-type: none"> Is about employment/future career (not summer or part-time jobs to pay for college) – looking for a career choice that matches courses of study Specifies the timeline is AFTER high school or graduation Contains active verbs - i.e., Johnny will (measurable) Supported by specific transition assessment results (see TR6)
TR5	34 CFR §300.320 (b)(1) [IDEA] 126 CSR 16-Ch.5 §2(F)(1) [2419]	There is a measurable post-secondary goal that addresses INDEPENDENT LIVING after high school.	The Secondary Transition Plan contains an appropriate post-secondary goal that has a timeline, is specific, measurable and supported by transition assessment results. Includes “NA at this time.” OR “An independent living goal is not appropriate for the student at this time.”	The Secondary Transition Plan DOES NOT contain an appropriate post-secondary goal that has a timeline, is specific, measurable and supported by transition assessment results. This section has been left BLANK.	The IEP team determines if this is an appropriate goal for the student (some will need one and some will not). DO NOT LEAVE BLANK – if you do, there is not a way to document that the IEP even discussed the need for independent living goal.	Post-secondary INDEPENDENT LIVING Goal: <ul style="list-style-type: none"> Is about student’s FUTURE independence related to housing, health, finances, community activities, transportation, etc. Specifies the timeline is AFTER high school or graduation Contains active verbs - i.e., Johnny will (measurable) Supported by specific transition assessment results (see TR6)
TR6	34 CFR §300.320 (b)(1) [IDEA] 126 CSR 16-Ch.5 §2(F)(1) [2419]	Post-secondary goal(s) are based on age-appropriate transition assessments.	The IEP contains documentation under the assessment data section that age-appropriate transition assessment(s) were used to develop student's postsecondary goals.	The IEP does NOT contain documentation that age-appropriate transition assessment(s) were used to develop student's postsecondary goals.	If discussed informally at the IEP meeting, you may include “informal interview”, include date and summary of results in the assessment section of the IEP. Grades are not considered transition assessments.	<ul style="list-style-type: none"> IEP Assessment Data Section contains results from age-appropriate assessments – including title of the assessment or informal tool, the date it was administered, and a summary of the results. Transition assessment data must be included annually in the assessment section (even if you do not administer one annually). <p>NOTE: Age-Appropriate transition assessments should be on-going with data collected throughout the year(s); the recommendation is that multiple transition assessments are given between ages 14-21.</p>

ITEM	AUTHORITY	CRITERION	MONITORING CRITERIA			DOCUMENTATION REVIEWED
			Compliant	Not Compliant	Comments	
TR7	<p>34 CFR §300.320 (b)(2) [IDEA]</p> <p>126 CSR 16-Ch.5 §2(F)(2) [2419]</p> <p>126 CSR §67 3.22-3.24 [2315]</p> <p>126 CSR §42 App. D [2510]</p>	Transition services include courses of study that will enable the student to meet their post-secondary goal(s).	The student's Career Cluster OR courses listed in the PEP* align with the secondary transition plan in the IEP.	There is no clear alignment between the secondary transition plan and courses listed in the PEP*.	<p>If the student is currently below the 8th grade; a PEP will be completed during their 8th grade year.</p> <p>For students who are aged 14 and not yet in 8th grade – all middle school courses will meet this requirement for the student to progress to high school.</p> <p>Transition services to be delivered during the current IEP timeframe.</p>	<ul style="list-style-type: none"> Review of Career Cluster and Career Pathway Options in the IEP align with the student's post-secondary goals. WVEIS programs of study and course requests will enable the student to achieve their post-secondary goals as listed in the secondary transition plan. PEP contains career interests or plans which align with the student's post-secondary goals. Transition Consideration – PEP Alignment (TR7) Section discusses how the IEP transition plan aligns to the PEP. <p>*Personalized Education Plan (PEP) is required for all students in grades 8-12.</p>
TR8	<p>34 CFR §300.320 (b)(2) [IDEA]</p> <p>126 CSR 16-Ch.5 §2(F)(2) [2419]</p>	There are transition services in the IEP that will reasonably enable the student to meet their post-secondary 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.	<p>Secondary Transition Services are designed to help the student meet their post-secondary goals.</p> <p>Grade level curriculum or non-standard diplomas are not considered transition services.</p> <p>Transition services to be delivered during the current IEP timeframe.</p>	<p>Transition Services (TR8) - Activities/Linkages section</p> <ul style="list-style-type: none"> At least one activity to be provided by the school has been listed with a connected annual goal to support that activity. If outside agencies are involved, appropriate referrals have been made.
TR9	<p>34 CFR §300.320 (a)(2)(i)(B) [IDEA]</p> <p>126 CSR 16-Ch.5 §2(F)(3) [2419]</p>	There is at least one annual goal that is related to the student's secondary transition activities.	At least one annual secondary transition goal has been written for the current IEP. This goal must be linked to at least one secondary transition activity.	No annual secondary transition goal has been written for the current IEP.	<p>Annual secondary transition goals are to be written for the current IEP timeframe. These are short-term goals that will lead the student to achieve their post-secondary goals.</p>	<p>IEP Annual Goals Section:</p> <ul style="list-style-type: none"> Annual Secondary Transition Goal Additional Content Goal <p>These will be reviewed for alignment to the post-secondary goals and/or current secondary transition activities.</p>

Resources for Secondary Transition Planning have been provided on the [WVGtG website](#)

- [Transition Assessment Resource Bank](#) (October 2023)
- [Post-Secondary Goals Worksheet](#) (November 2023)
- [Annual Transition Goals Tip Sheet](#) (October 2023)
- [IDEA Transition Services Examples – Education/Training](#) (December 2023)
- [IDEA Transition Services Examples – Employment](#) (December 2023)
- [IDEA Transition Services Examples – Independent Living](#) (December 2023)