

## Transition IEP checklist

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### Notice of Meeting:

- Is there a Notice of Meeting addressed to both parents **AND** a Student Notice of Meeting?
- Is there evidence that an outside agency was invited? (*only if the student is currently on caseload with an outside agency and/or they are listed on the T3 page as a responsible party*)
- If an outside agency was invited, is there a current Consent to Invite Outside Agency form signed by the parent and in the file and on Tienet? (must be done annually)

### Post-Secondary Goals:

- Were they updated annually? (*if the goals stay the same make sure you address that you had a conversation with the student in the present level*)
- Are the goals measurable? (*ie- The student WILL...*)
- Do they happen after high school? (**After completion of High School** the student will....)
- Is there a goal for both education/training and employment? (*independent living goals are optional- used mainly for students who are low functioning or will need assistance with living on their own someday- if you have an independent living goal you **MUST** have T3 activities to go along with it*)

### Transition Present Level:

- Are there at least 2 different forms of transition assessment used and listed? (*make sure to use the language and the results from your assessment in your present level narrative*) (Date behind the assessment)
- List our transition assessment as "GST Transition Assessment Tool" and don't forget to include MECA! (*try some new transition assessments from the Transition Matrix on the DPI Website*)
- Does the present level include new/updated information?** (*include information from activities completed from the T3 page*)

### Course of Study:

- Is the course of study completed for all 4 high school years? (*specific electives need to be listed*)
- Are the number of credits listed in the correct column and do they add up to at least the amount required to graduate?
- Are there classes listed that will help the student meet their post secondary goals? (*ie- work study in area of interest, shop classes, music, etc- also make sure there are 4 English, 3 math, 3 science and 3 social studies listed for students planning to attend college*)
- List Functional classes as Applied Topics in English, Math, etc.
- If a student failed a class or classes- make note of which classes they were

### T3 Activity Page:

- Are there activities **AND** are the boxes checked for both employment **AND** education/training? (*make sure to include independent living activities and check the box if your student has an independent living goal*)
- Are there any activities that are the responsibility of an outside agency? (*if so make sure they were invited to the meeting and that their input was added to the present level and that there is a current Consent to Invite Outside Agency form*)
- Does the timeline include activities that will be worked on/completed during the current year?

### Annual Goal:

- Is there at least one annual goal that will help the student meet their post secondary goals?
- Is this goal **MEASURABLE??**
- Do not forget to include an education goal (*what does the student need to work on with you- why are they in special ed?*)