

Checklist for IEP Preparation—Transition

Source: Adapted from Kansas State Department of Education Student Support Services Secondary Transition Requirements Checklist

Before the IEP:

- In the state of Kansas, Transition begins the year the student turns 14.
 - Is the student's first Transition plan created the year he/she turned 14?
- In general, IEPs get set up by a teacher, or someone from the school.
 - Is a contact with parents/guardians made to set up the meeting? If the student is running his/her own IEP meeting, he/she may be the one to do this.

Note: Meetings should be scheduled for a time and place convenient for you, as well as considering those others who may attend, such as representative from community agencies whom may provide transition services for you child.

- An invitation is sent in writing for the IEP meeting. Perhaps the teacher called beforehand to set up the meeting, and then sent you a more formal invitation, but you should receive an invitation in writing before the IEP meeting.
- The invitation should notate that the student is invited, and should attend the IEP meeting, if at all possible. If he/she is running the meeting, he/she may create or write the invitations, and hand them out.
- On this invitation the district/school should give notice that transition issues will be discussed at the meeting.

Note: This information may be provided in some form included with the invitation, discussed with the parents/guardians beforehand, or noted in some other form than on the direct invitation for the IEP.

- District/school should invite representatives of any other agency that is responsible for providing and/or paying for transition services, now or in the future.

During the Meeting:

- Transition Assessment:
 - The student's IEP team should discuss any transition assessments that were or will be done with the student while at the IEP meeting.

Note: These assessments should be different than those that are done during a regular 3 year re-evaluation assessment, or a state school assessment, completed usually each spring. Transition assessments should assess the student's interests, preferences, and needs. They may assess skills, knowledge, career preferences, etc. These assessments may be informal (such as job preference assessments), formal testing permission may not need to be gained from parents before conducting such assessments. Sometimes these assessments correlate, or are the same as those given in a regular high school careers class. Also, if the student has needs in functional adaptive areas (social skills, independent living, etc.) that at least one of these assessments should focus in this area.

- IEP Content:

- Starting the year a student turns 14 (in the state of Kansas), a student's IEP should include specific information about transition. Starting at 14 the IEP should include at least one goal on their IEP that is related and/or connected to their transition to adulthood.

Note: This goal can be academic, functional, or both. (i.e. a student with a learning disability may have a goal to improve their math skills, with notation that this is connected to their future goal to go to college, or they may have a goal about finding out more about the different colleges he/she wants to attend. It all should be individual on the student).

- Starting the year the student turns 14 (in KS), the IEP should include a specific statement of transition services needed under the applicable components of the student's IEP that focuses on the student's course of study.
- Starting the year the student turns 14 (in KS), the student's IEP should include documentation that the IEP has determined what instruction and educational experiences will assist the student to prepare for transition from secondary education to post-secondary life.

Note: Notation of what goal(s) is/are the transition goal can either appear under the goal or on a specific Transition Plan page within the IEP document. Many IEP forms are different, which will effect where this information can be found.

- The statement of transition service needs should be connected to the student's present level of performance, and relate directly to their goals that are focused beyond secondary education. The course of study should also be linked to the transition IEP goals.

Note: These connections should be obvious between the student's post-secondary goals and the IEP statement of transition services needs (it may even have it's own page on the IEP.)

- At the age of 14, the Statement of Transition Services Needs must have 2 parts: a) reference to the student's post-school goals; b) reference to coursework and/or educational experiences that are related to the post-school goals.

Beginning at Age 16:

- Starting the year the student turns 16 (in KS), the IEP should include a course of study designed by the IEP team (not just by a school counselor or teacher), with input from the student of their needs and desires about the classes and courses your child plans to complete throughout their schooling.
- At age 16, the IEP must include a statement of needed transition services that includes:
 - A coordinated set of activities for the student designed in an outcome oriented process promoting movement from school to post-school activities. These activities may be provided through special education if provided as specifically designed instruction or through related services that your student needs. They may also be provided in regular education, community environments, etc.
 - The focus of these transition services should be on the **student's** needs as he/she moves from school to post-school experiences and any linkages (i.e. to adult services) that may be needed.
 - The Statement of Needed Transition Services is linked to the Present Levels of Educational Performance, and should also consider the student's needs in areas such as community experiences, employment, and other post-school living objectives, acquisition of daily living skills, and results of functional vocational assessment.
 - The Statement of Needed Transition Services on the IEP should include, at a minimum, transition activities/services for the current IEP year and the frequency, location, and duration of these services.
- The set of activities, goals, and Statement of Needed Transition Services should all be linked and connected, and these coordinated set of activities should, if appropriate (i.e. for students who need these services—not all students who have an IEP may need such services), be linked to services the student will receive from community and other agencies (i.e. interagency linkages) and/or outline these agency's responsibilities for services.

After the IEP—for the next year:

- If a participating agency other than the school/district fails to provide a transition service as outlined in the IEP, the school/district must reconvene the

IEP team to identify and determine alternative strategies to meet the transition objectives set out for the student.

- The agency and school/district annually (yearly) reviews and revises (as appropriate) the statements of needed transition services and transition services needed based on the student's goals for post-school outcomes, transition needs, and student performance.

A few other important IDEA requirements to know of:

- During the IEP meeting of the year the student turns 17 the school should discuss with you and your student Age of Majority laws for your state. This information can be discussed before the student becomes 17, and it is suggested that the discussion of these issues, especially for those students who may need legal assistance beyond the age of 18, that these issues be discussed by age 16.

Note: After a student has turned 18 years of age, if no legal action has occurred to declare a guardian and/or affect the Age of Majority rights of the student, parents do not legally have to be invited and/or given notice of any school meetings, decisions, documents, etc.

- Students with disabilities can legally receive education through public schools until they either receive a **regular high school diploma, or the age of 21** (the exact day of their twenty-second birthday). At any point that a student receives a regular high school diploma, they can no longer receive special education services.
- At the termination of special education services (either at regular high school graduation, or the age of 21), the school/district is required to provide the student with a summary of the student's academic achievement and functional performance, which should include recommendations on how to assist the student in meeting the student's postsecondary goals.
- Schools/districts are not required to provide a final re-evaluation and/or assessment before the student leaves school and special education services. It is wise to check with all agencies, colleges, and any other community services that may work with the student as an adult, to make sure that any assessments they may need before graduation are conducted before the student either graduates or turns 21.