



Supporting **Transition** Professionals!

IEP Meeting Checklist for Transition

The following is a checklist that you might use to prepare for the transition IEP meeting. It reviews what needs to be done before, during, and after the IEP meeting. It can also be used as a tool for you to identify specific areas of the transition planning process that you would like to change or improve.

Mark the checkboxes to the left to identify the steps for which you need assistance in developing knowledge, skills, methods, or materials.

BEFORE THE IEP MEETING

- Become familiar with community resources and services.
- Obtain consent from parents and student for release of information if other agencies are to be involved.
- Determine present level of performance in academic and postsecondary goal areas. This is determined through age appropriate transition assessments.
- Identify future expectations and dreams from family, student, and community members.
- Identify people who should be involved in transition planning meeting(s).
- Determine best dates and times for family, student, school representatives and community agencies. Always be willing to reschedule a meeting to allow for family to attend.
- Send written notification (invitations) of meeting to family, student, and agency representatives.
- Ensure that student is familiar with his/her role in the IEP meeting and possesses the skills necessary to participate fully. This should be an ongoing process and the student may need time to practice these skills.
- If the student and/or family will not be attending the IEP meeting, document how their preferences, interests, needs, and strengths have been identified and how they have been involved in the transition planning process.



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DURING THE IEP MEETING

- Set a positive and collaborative atmosphere for the meeting.
- Have the student introduce the people at the meeting and, if comfortable with it, facilitate the meeting. The student should be an active participant in the meeting whether or not he/she facilitates the meeting.
- Develop a vision for the future and/or reach agreement on vision.
- Identify the measurable postsecondary goals based on the vision.
- Review the student's present level of performance, strengths, needs, interests, and preferences.
- Identify the needed transition services based upon the information gathered above.
- Identify or review the courses of study to ensure that they will assist the student meet his/her identified measurable postsecondary goals. Adjust as needed.
- Develop annual goals that address needed transition services.
- Identify interagency responsibilities or linkages, if appropriate.
- Assign any follow-up responsibilities or activities, as needed.
- At the IEP meeting the year before the student reaches the age of majority, inform the student and his/her family of the transfer of rights that will transfer to the student once he/she reaches age of majority.



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AFTER THE IEP MEETING

- Implement the IEP.
- Share specific parts of the IEP with other teachers that are relevant to the coursework they are teaching. For example, this could include only the goal page or only the accommodations page – the information that would help them help the student.
- Regularly review the IEP goals and transition services for completion or to ensure that progress is being made toward them.
- Adapt or change curriculum, if needed, based on transition outcomes.
- Adapt or change instructional techniques, if needed.
- Provide ongoing transition assessment as needed for coursework, employment, etc.
- Reconvene the IEP team or part of the team, if needed.
- Hold any follow-up transition meetings, if necessary. Remember, if the purpose of these meetings is to discuss transition services, the student must be invited.
- Create a Summary of Performance for students who are graduating from or exiting high school.