

State Performance Plan (SPP 13) Transition IEP Checklist

School/site _____

Person Completing Form: _____

Date of IEP Review: _____

Student Name/ID:	DOB:
Grade	Classification:
Diploma Anticipated:	Gender:

Directions: Individual student records must be reviewed for evidence that the Individualized Education Program (IEP) includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet his/her measurable post-secondary goals. Each compliance issue must have a notation for each student record reviewed.

- Indicate "Y" (yes) in the column if the item is present and meets compliance.
- Indicate "N" (no) in the column if the item is missing or if the item does not meet compliance.

***Please indicate in the comments section the reason(s) for “Y” or “N”**

Citation (8 NYCRR)	Issue	Y/N	Comments
§200.4(d) (2)(ix)(a)	Under the student’s present levels of performance, the IEP includes a statement of the student’s needs, taking into account the student’s strengths, preferences and interests, as they relate to transition from school to post-school activities.		
§200.4(d) (2)(ix)(b)	The IEP includes appropriate measurable post-secondary goals based upon age-appropriate transition assessments relating to training, education, employment and, where appropriate, independent living skills.		
§200.4(d) (2)(ix)(c)	The IEP includes a statement of the transition service needs of the student that focuses on the student’s courses of study, such as participation in advance placement courses or a vocational education program.		
§200.4(d) (2)(iii)(a)	The IEP lists measurable annual goals related to the student’s transition services needs.		

Citation (8 NYCRR)	Issue	Y/N	Comments
§200.4(d) (2)(ix)(d)	The IEP includes needed activities to facilitate the student's movement from school to post-school activities, including: ✓ instruction; ✓ related services; ✓ community experiences; ✓ the development of employment and other post-school adult living objectives; and ✓ when appropriate, acquisition of daily living skills and functional vocational evaluation.		
§200.4(d) (2)(ix)(e)	The IEP includes a statement of the responsibilities of the school district and, when applicable, participating agencies for the provision of such services and activities that promote movement from school to post school opportunities, or both, before the student leaves the school setting.		
§200.4(d) (4)(i)(c)	If the purpose of a CSE meeting is to consider the post-secondary goals for the student and the transition service needed to assist the student in reaching those goals, the school district invites the student. If the student does not attend, the district takes steps to ensure that the student's preferences and interests are considered.		
	To the extent appropriate and with parental consent or consent of a student 18 years of age or older, the school district invites a representative of any participating agency that is likely to be responsible for providing or paying for transition services. If an agency invited to send a representative to a meeting does not do so, the district takes steps to involve the other agency in the planning of any transition services.		

Follow up/corrective action needed:
