

Secondary Transition Compliance Worksheet

Common Errors Guide

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Secondary Transition Compliance Worksheet

Common Errors Guide

Instructions:

It is recommended to form a Transition IEP Review Team that uses this worksheet to review every transition IEP during the school year. This helps catch and fix common errors before OSSE's annual reporting review in April 2026.

IEPs included in the OSSE review are those held between October 1, 2025, and March 30, 2026, for students aged 16 or older. However, LEAs should use this guide to review **all** transition IEPs for students aged 14 and older—even if they won't be part of the annual review—to ensure compliance across the board.

When the team reviews an IEP after the meeting and identifies errors in the transition sections, they should implement the recommended fixes and either hold a new IEP meeting to review the updates or complete an amendment. Follow the IEP Amendment Requirements (5-A DCMR §3019) to decide when a complete IEP or an amendment is needed. Please see the SY25-26 [OSSE Special Education Process Handbook](#) for more information.

If the team reviews the IEP before the meeting and identifies errors, they can make corrections prior to the meeting.

For every IEP reviewed, complete this worksheet and upload a copy to Special Programs as a record that the review was completed. For the regulatory item, mark yes or no to indicate compliance in Education/Training, Employment, and Independent Living (if applicable).

Table 1: Secondary Transition Compliance Worksheet, Common Errors Guide

Student ID:	Grade:	Student Disability Area:	School:			
Student Name:		Date of Review:	Case Manager:	Compliant Y/N		
IDEA Regulation Item and Corresponding Questions	Common Errors	Recommended Fixes	Tools and Suggestions to Update the Regulation Item	Educ/Training	Employment	Indep Living
<p>1. There is an appropriate measurable postsecondary goal for education or training, employment and if applicable independent living for after high school.</p> <ul style="list-style-type: none"> Will the goals occur after the student graduates high school? Based on the information available about this student, do these postsecondary goals seem appropriate for the student? 	<p>Making the goals measurable and appropriate are the most common errors that occur.</p>	<p>To make a postsecondary goal measurable and appropriate:</p> <ul style="list-style-type: none"> Ensure it happens after high school by stating “after high school” or “after graduation.” Use direct action verbs like “will be employed,” “will train as,” “will enroll in,” or “will attend.” Avoid passive phrases like “wants to be,” “will seek,” or “will consider,” as they are not measurable. 	<p>Follow the following sentence frames to write a measurable postsecondary goal:</p> <ul style="list-style-type: none"> “After high school, (the student) will attend (education or training organization name) to study or train as (fill in career title).” “After high school, (the student) will be employed as (fill in career name).” 	Y	Y	Y
<p>2. Measurable postsecondary goals were updated annually.</p> <ul style="list-style-type: none"> Were the measurable postsecondary goals addressed or updated in conjunction with the development of the current IEP? 	<p>Finding appropriate evidence that the measurable postsecondary goals were updated within the past year is the most common error.</p> <p>There must be evidence of a date in the past IEP year associated with updating the goal</p>	<p>To fix this item, check the IEP for evidence that the measurable postsecondary goals were updated annually by looking for:</p> <ul style="list-style-type: none"> Current IEP date within the last IEP year Dates of updated transition assessments in the IEP year Updated transition services dates 	<p>For greater clarity on the IEP, you can add the date the case manager met with the student to conduct the student interview to ensure that the goal was updated annually:</p> <ul style="list-style-type: none"> “After high school, the student will be employed as a barber.” “This measurable postsecondary goal was updated on 9/25/25.” 	Y	Y	Y

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<p>3. Measurable postsecondary goals were based on age-appropriate transition assessments.</p> <ul style="list-style-type: none"> Does the assessment relate to the student’s transition plan? Does the IEP document the date and result of the transition assessment? Has at least one assessment been performed in the past year? 	<p>Common transition assessment errors include:</p> <ul style="list-style-type: none"> Not documenting at least one assessment has been given Missing the current year date of the assessment Using an age-inappropriate assessment 	<p>To fix these common errors,</p> <ul style="list-style-type: none"> Document at least one informal age-appropriate transition assessment given in the current IEP year. Use assessments suited for middle school and high school students (e.g. career interest inventories, independent living assessments, and student interviews) Avoid assessments designed for elementary students. Connect the results to the measurable postsecondary goals and transition services 	<p>In the transition assessment section of the IEP:</p> <ul style="list-style-type: none"> List the name and date of the assessment Summarize the results in the needs, strengths, preferences, interests, and experiences sections. Attach the assessment to the IEP Connect the results to the measurable postsecondary goals and transition services. <p>Here is an example of a statement of the results in the Interests section: “On 9/25/25, the student completed an interest interview with his case manager. The student indicated that he will be attending the local technical college to study barbering and that he will work in his uncle’s barber shop as an adult.”</p>	<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>
<p>4. There are transition services that will assist the student to meet their measurable postsecondary goals.</p> <ul style="list-style-type: none"> Do the dates of the transition services align with the IEP cycle? Do the transition services align with the corresponding postsecondary goal? Are the transition services a type of instruction, related service, community experience, or training provide by LEA staff or an outside agency? 	<p>The most common errors for transition services are that they:</p> <ul style="list-style-type: none"> Missing current IEP year dates Not aligning the services with the measurable postsecondary goals or transition assessments, Not planning activities in the current IEP year. Missing or incorrect service providers listed 	<p>To fix these common errors:</p> <ul style="list-style-type: none"> Date the transition services within the new IEP cycle in the field provided Enter at least one transition service for each measurable postsecondary goal Add an annual transition goal for each measurable postsecondary goal (counts as a transition service) Check the case manager as a service provider 	<p>A compliant IEP includes at least one transition service in this IEP year listed for each of the measurable postsecondary goals. Here is an example of a transition service associated with the employment measurable postsecondary goal: “The student will research the requirements for becoming a barber. Start Date: 9/26/25, End Date: 4/20/25. Frequency – Monthly, Location: Counseling Office, Duration: 10 minutes Agency/Person Responsible: High School Career Counselor”</p>	<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>

<p>5. Transition services include courses of study that will enable the student to meet the measurable postsecondary goals.</p> <ul style="list-style-type: none"> Do the transition services include courses of study that enable the student to meet the measurable postsecondary goals? Do the courses of study include at least the student's current courses? 	<p>The most common errors with courses of study are:</p> <ul style="list-style-type: none"> Not listing any courses Only stating the student will complete graduation or adaptive coursework Only listing core courses without any electives 	<p>To fix these common errors:</p> <ul style="list-style-type: none"> At a minimum, list all of the student's current courses in the Courses of Study section. <p>AND</p> <ul style="list-style-type: none"> Remove any statements about completing graduation or adaptive coursework from the IEP <p>OSSE recommends listing all anticipated from the current IEP year through the student's exit year.</p>	<p>Here are two examples of compliant courses of study:</p> <p>"English 9, Civics, Geography, Biology, Algebra, PE, Health, Introduction to Business, Introduction to Art, Study Skills"</p> <p>OR</p> <p>"11th grade: Life Skills English, Math, Science, and Social Studies; PE/Health, Art Essentials, Ceramics, Social Skills</p> <p>12th grade: Life Skills English, Math, Science, and Social Studies, Team Sports, Social Skills, Painting, Intro to Business"</p>	<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>
<p>6. Annual goals are related to the student's transition services.</p> <ul style="list-style-type: none"> Are the annual goals included in the student's IEP related to the student's transition services? 	<p>The most common error associated with the annual goals is:</p> <ul style="list-style-type: none"> Writing inappropriate IEP goals that don't meet the SMART goal criteria 	<p>To fix this common error:</p> <ul style="list-style-type: none"> Write IEP goals that are specific, measurable, achievable, reasonable, and time bound. Include a specific transition annual goal for each of the measurable postsecondary goals. 	<p>An example of an annual transition goal is:</p> <p>"In 36 weeks, the student will improve job readiness skills by completing a career exploration program and successfully applying for at least two part-time jobs with 80% accuracy, as measured by job application records and career exploration program rubric results."</p>	<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>
<p>7. Student was invited to the meeting.</p> <ul style="list-style-type: none"> Was a student invitation issued at least one day prior to the IEP meeting date? 	<p>The most common errors with the student invitation are:</p> <ul style="list-style-type: none"> No documentation of the student invitation occurring prior to the IEP meeting Not inviting the student to the IEP meeting Mistaking student attendance to the IEP an invitation. Note: student attendance alone to the IEP 	<p>To fix student invitation errors, use one or more of these:</p> <ul style="list-style-type: none"> Send a dated student letter of invitation on school letterhead that with the student's name, IEP meeting details, and the date the student received the invitation. Check and date the "Student Invited to the Meeting" checkbox on the Special 	<p>A student letter of invitation can look like this:</p> <p>"MidTown High School [School logo]</p> <p>John Deane, you are invited to attend your Individualized Education Program meeting which will be held in Ms. Smith's classroom at 1:00 on 9/25/25. Please let Ms. Smith know if you will be attending.</p> <p>Date of Invitation: 9/15/25.</p>	<p>Compliant</p> <p>Y</p> <p>N</p>		

	<p>IS NOT evidence of an invitation.</p>	<p>Education Notices document prior to the IEP meeting</p> <ul style="list-style-type: none"> Note the date and verbal invitation of the student to the IEP meeting in the Part B contact logs 	<p>Signature of Student <i>John Deane</i></p> <p>Signature of Case Manager <i>Ms. Smith</i></p>	
<p>8. If applicable, there is evidence that a representative of any participating agency was invited to the IEP meeting WITH the prior consent of the parent or student.</p> <ul style="list-style-type: none"> Was participating agency responsible for paying or providing transition services, and if so, were they invited to the IEP meeting? Was consent received from the parent or student (if they are age of majority) before the invitation was issued? 	<p>Common errors with inviting outside agencies include:</p> <ul style="list-style-type: none"> Marking the box on the IEP that RSA is providing services without consent or actual services Inviting outside agencies without prior consent from the parent or student if they are age of majority. 	<p>To fix these common errors with inviting the outside agency:</p> <ul style="list-style-type: none"> Only check the box on the transition plan next to the question “Does the student require RSA services” if there is evidence of parent or student (if age of majority) consent for RSA attendance. Obtain parent or student (if age of majority) signed consent before inviting RSA or any other participating agency Place signed consent forms, consent dates, and dated invitation letters/emails in the IEP file. 	<p>A protocol for inviting any participating agency could look like this:</p> <ol style="list-style-type: none"> Review the student’s transition services If needed, secure parent consent (or student if age of majority) to invite the agency Prepare a consent form with agency details, purpose, date and signature Obtain consent from the parent or student Contact and invite the agency Send a dated invitation letter on school/LEA letterhead to the agency. File the signed consent and dated invitation in the IEP documents. 	<p>Compliant</p> <p>Y</p> <p>N</p>

