

# Middle School Transition Planning Checklist

The Middle School Transition Planning Checklist helps students, families, and IEP teams start early planning for the future. It supports skill-building, goal-setting, and preparation for a smooth move into high school and beyond. This document should be included in the transition section of the IEP folder.

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## 6th Grade

### Student-Centered Planning

- ☐ Introduce the concept of transition planning to the student and family
- ☐ Help student identify strengths, interests, and preferences
- ☐ Encourage student participation in IEP meetings
- ☐ Begin teaching self-determination and self-advocacy skills
- ☐ Assist student in setting preliminary postsecondary goals

## 7th Grade

### Transition Assessments

- ☐ Conduct age-appropriate transition assessments (e.g., interest inventories, career surveys, skills checklists)
- ☐ Document assessment results in the IEP
- ☐ Reassess regularly to update goals and plans

## Academic and Career Planning

- ☐ Align student's coursework with potential diploma pathway (e.g., TOPS University, Jump Start Career Pathway)
- ☐ Provide information to families about diploma options and graduation requirements
- ☐ Begin career awareness lessons and job exploration activities

## 8th Grade

### IEP Development

- ☐ Include measurable postsecondary goals in the IEP (education/training, employment, and independent living if applicable)
- ☐ Develop transition-related annual goals aligned with the student's strengths and needs
- ☐ Ensure goals are reviewed and updated annually

### Skill Building

- ☐ Provide instruction in soft skills (e.g., communication, teamwork, time management)
- ☐ Integrate functional/life skills into curriculum (e.g., money management, personal care)

### Family and Agency Collaboration

- ☐ Engage family members in transition planning, provide resources, and review graduation pathways
- ☐ Introduce local adult service providers (e.g., Louisiana Rehabilitation Services, Families Helping Families)
- ☐ Discuss the student's eligibility for outside agency supports after high school
- ☐ Review April Dunn Act Eligibility: Ensure the IEP team evaluates whether the student meets April Dunn Act eligibility criteria; document decisions to support transition into high school.

## Ongoing Monitoring & Updates

- ☐ Review and revise the transition plan annually
- ☐ Update assessment data and postsecondary goals based on student development
- ☐ Track progress toward annual IEP goals and adjust supports as needed