

# INDICATOR 13 TRANSITION IEP COMPLIANCE CHECKLIST

**Instructions:** This checklist includes the Indicator 13 compliance requirements. Please use this form to check your IEPs. If any question is answered “No”, the IEP is out of compliance.

Reviewer’s Name: \_\_\_\_\_ BHS/EHS/WHs Date of IEP: \_\_\_\_\_

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ KIDSS ID#: \_\_\_\_\_

**Invitation & Participation**

1. Is there evidence the school invited the student (documented evidence to include Notice of Meeting addressed specifically to the student or co-addressed with parents, copy of a separate “kid friendly” invitation to the student, or documentation of a verbal invitation)? <b>(Please encourage student to attend if over 14.)</b>	___Yes ___No
2. If the student did not attend the IEP meeting, did the school take steps to ensure that the student's preferences and interests were considered in the development of the IEP? If student attended, put N/A.	___Yes ___No ___ N/A
3. Is there evidence the school invited a representative of any other agency that may be responsible for providing/paying for transition services with prior consent of the parent? “For the current IEP year, will this student need to be linked to post school services, supports, or programs in order to successfully achieve his/her measurable postsecondary goals?” <b>(Is the student involved with any outside agencies? CDDO, Mental Health, JJA, SS, KRS, Autism Services, Foster Care, DCF, etc.)</b> Check N/A if it is too early to determine if this student will require outside agency involvement.)	___Yes ___No ___ N/A

**Parent Invitation and Notice of Meeting**

1. Was a parent notice provided? The time and location of the meeting and who will be in attendance has been indicated? <b>(Is there a notice of meeting?)</b>	___Yes ___No
2. Does the parent notice indicate that a purpose of the meeting will be the consideration of the postsecondary goals and transition services of the student?	___Yes ___No
3. Does the parent notice indicate that the school invited the student?	___Yes ___No
4. When appropriate, does the parent notice identify any other agency that will be invited to send a representative? (after receiving written consent from the parent)? <b>(Please review the notice of meeting: KRS, etc.)</b>	___Yes ___No ___ N/A

**Contents of the IEP**

1. Is there a measurable postsecondary goal or goal that covers education or training, employment, and as needed independent living?  <div style="text-align: right; margin-right: 20px;">                     Education/training ___Yes ___No ___ng                      Employment ___Yes ___No ___ng                      Where appropriate, independent living skills. ___Yes ___No ___N/A                 </div> <b>Note: (You must have a separate goal for Education/Training and Employment. If there is no goal listed, please add this to your IEP. An Independent Living goal is required for all life skills students.)</b>	
2. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment? <b>(These must be documented in the Transition Assessment Section of the IEP. It can also be assessments given in Gen Ed or SPED.) (Please document any assessments, surveys, interviews, etc. on the IEP- we are required to have two assessments each year.)</b>	___Yes ___No
3. Are there transition services in the IEP that focus on improving the academic & functional achievement of the child to facilitate their movement from school to post-school? (Requirement to all that apply) <b>Check all that apply:</b>  <div style="text-align: right; margin-right: 20px;">                     (Education is required for ALL students) -Education ___Yes ___No                      (Required if student is going to need related services AFTER HS.)-Related Services ___Yes ___No ___n/a                      (Community is required for Life Skills students) -Community experience ___Yes ___No ___n/a                      (Employment is required for ALL students) -Employment and                 </div>	

other post-school adult living objectives (Daily Living Skills is required for Life Skills students) -Acquisition of daily living skills? (As needed for Like Skills students)-Functional vocational evaluation?	___Yes ___No ___Yes ___No ___n/a ___Yes ___No ___n/a
4. Are the transition services based on the individual student's needs, taking into account the student's strengths, preferences, and interests?	___Yes ___No
5. Are the transition services designed within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitation the student's movement for school to post-school activities? (Can you see that the transition services you listed are intended to help a student move towards independence and their goals for after high school?)	___Yes ___No
6. For the measurable postsecondary goal(s), is there evidence of coordination between the LEA and other postsecondary services?	___Yes ___No ___n/a
7. Courses of study that include a multi-year description of the coursework, specific and individualized to the student's preferences and interests and linked to the postsecondary goals? (Required area. What courses in HS will help student with post school goals?)	___Yes ___No
8. Annual IEP goals directly linked to a student's postsecondary goals/transition service needs?	___Yes ___No

### Agency Responsibilities for Transition Services

1. If an agency was invited to send a representative to a meeting and did not do so, is there evidence that the school took other steps coordinate the needed transition services? N/A If the agency attended.	___Yes ___No ___n/a
2. Does the IEP indicate that transition services will be provided by an outside agency?	___Yes ___No ___n/a
3. Is there evidence that the agency provided the documented services? If not, go to #4	___Yes ___No ___n/a
4. Is there evidence that the school reconvened an IEP meeting to discuss alternative strategies to meet the needs of the student that were not provided by the agency?	___Yes ___No ___n/a

### Transfer of Rights at the Age of Majority

1. Beginning not later than one year before the student reaches the age of majority under State law, does the IEP include a statement that the student has been informed of the student's rights on reaching the age of majority?	___Yes ___No ___n/a
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### Summary of Performance

1. For the current school year, will the student terminate eligibility by graduating from secondary school with a regular diploma or exceed the age eligibility for a free and appropriate public education under State law.	___Yes ___No  (If yes, answer question 24, if no, stop)
2. Has the public agency developed and provided the student with a summary of performance for academic achievement and functional performance including recommendations to assist the student in meeting the student's postsecondary goals?	___Yes ___n/a (not yet developed, but will be developed later this year)  If yes, answer questions 25 & 26
3. Does the summary of performance provide the student with a summary of his/her academic achievement and functional performance?	___Yes ___No ___n/a
4. Does the summary of performance include recommendations on how to assist the student in meeting his/her postsecondary goals?	___Yes ___No ___n/a