

## Indicator 13 and IEP Transition Requirements Checklist

<b>Reviewers Initials:</b>	<b>Gender of Student: M F</b>	<b>DOB:</b>
<b>Student's Name:</b>	<b>Primary Disability:</b>	<b>Age at IEP:</b>
<b>Ethnicity:</b>	<b>KIDS#:</b>	<b>Date of Current IEP:</b>

BHS/EHS/WHIS

1. How old will the student be during this IEP year? \_\_\_\_\_ (Transition is REQUIRED for all students, but their file would only be used for the district count in the spring if the student is 16+)
  
2. Are transition services determined to be appropriate by the IEP team if the student is younger than 16? Y/N/NA (Is the student involved with any outside agencies? CDDO, Mental Health, JJA, SS, KRS, Autism Services, Foster Care, DCF, etc.)
  
3. Was parent notice provided? Y/N
  
4. Does the notice: Indicate the purpose of the meeting is to consider postsecondary goals? Y/N  
 Indicate student was invited? Y/N  
 Identify any other agency that will be invited? Y/N /NA  
 (Please make sure to add any outside agencies that may be involved in the parent notice of meeting)
  
5. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? Y/N Did the student attend the meeting? Y/N (We would really like the student to attend all transition IEP meetings, please encourage them to attend.)
  
6. If the student didn't attend, were steps taken to ensure that the student's strengths, preferences, and interests were considered? Y/N (Please document any assessments, surveys, interviews, etc. on the IEP)
  
7. Is the postsecondary goal(s) updated annually? Y/N
  
8. Is there an appropriate measurable postsecondary goal(s) for:
 

Education/Training	Y/N/NG
Employment	Y/N/NG
Independent Living	Y/N/NA

 (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.)
  
9. Is there evidence that the measurable postsecondary goal was based on age-appropriate transition assessment? Y/N And based on student needs/strengths/preferences/and interests? Y/N  
 (Please see #6 above. This must be documented in the Transition Assessment Section of the IEP.)
  
10. Do the transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)? Y/N (Required area. What courses in HS will help student with post school goals?)
  
11. Are there transition services in the IEP will reasonably enable the student to meet his/her post secondary goal(s)?
  - A. Instruction Y/N (Instructions services needed... these are required for ALL students. Please see examples for questions.)
  - B. Related Services Y/N/NA (Required if student is going to need related services AFTER HS.)
  - C. Community Experiences Y/N/NA (Community experiences needed.... Required for LIFE SKILLS students. See examples.)
  - D. Employment/other post-secondary adult living objectives Y/N (Employment Services Needed.... These are required for ALL students. Please see examples for questions.)
  - E. When appropriate, daily living skills Y/N/NA (Daily living skills needed... Required for LIFE SKILLS students. See examples.)

F. When appropriate, functional vocational evaluation Y/N/NA (As needed)

12. Are transition services designed to focus on improving academic & functional achievement to facilitate student's movement from high school to post-high school? Y/N (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?)

13. Is (are) there annual IEP goal(s) that are related to the student's transition services needs? Y/N (Will the annual IEP goals you have listed help the student become more independent and closer to reaching their post HS goals?)

14. Does IEP include present levels for academic/instruction and functional performance? Y/N (PLEPS are required.)

15. Is (are) there annual IEP goal(s) related to the student's transitional service needs? Y/N (See #13 above)

Questions below are for student who is over 16 or involved with outside agencies (14+).

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16. Will the student need involvement from outside agency? Y/N/NA (We will always refer juniors/seniors to KRS)

17. Agency Collaboration: is there evidence of coordination between the LEA and other postsecondary services? Y/N

18. Beginning not later than one year before the student turns 18, does the IEP include a statement that they have been informed of their rights, and it will transfer to student upon turning 18? Y/N

19. For the current school year, will the student terminate eligibility by graduating with a regular diploma or exceed the age of eligibility? Y/N

Questions below are for student who is exiting HS or Bridges Program.

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20. Has the school developed and provided the student with a summary of performance (SOP) including recommendations to assist the student in meeting their post-secondary goals? Y/N/NA

21. Does the SOP provide the student with a summary of his/her academic achievement and functional performance? Y/N/NA

22. Does the SOP include recommendations on how to assist the student in meeting his/her postsecondary goals? Y/N/NA