Reviewer Reference Form for the

Transition Requirements Checklist©

IDEA 2004

Revised March 2010

**Introduction**

This “Reference Form” is to be used in conjunction with the Transition Requirements Checklist©. The purpose of this Reviewer Reference Form document is to provide reviewers with additional information on how to complete the Checklist. Information on each specific requirement is included and where it may be located in the IEP form or in the files.

Not all questions include *essential elements* and *methods*. Essential elements and methods were included only with those questions where it was felt that further explanations and directions might be needed or helpful. The essential elements provide further explanation and a guide to help determine if the provisions of the question are met. The methods provide the reviewer with suggestions on where they might find the information.

IDEA 2004 uses the term “child” in both statute and the proposed rules and regulations. Because transition services deals with individuals who are in middle or high school the Transition Requirements Checklist uses the more age appropriate term “student” instead of “child”. The term “public agency” refers to the school system.

**Indicator 13**

The Transition Requirement Checklist includes the revised 2009 NSTTAC questions for Indicator 13 in the State Performance Plan. Thus, districts completing this checklist will also have data on their performance in meeting the requirements of Indicator 13. Question 22 on the Checklist is the overall rating on whether the IEP does or does not meet Indicator 13. After completing the TOPs Checklist districts can view any/all of the Indicator 13 Reports.

**Indicator 13 (Revised March 2009)**

*Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.*[20 U.S.C. 1416(a)(3)(B)]

**Directions**

*Please respond to the following two questions before completing the checklist. If your response is “yes” to either question, complete the checklist.*

*1. Will this IEP be in effect when the student turns age 16 or older? \_\_\_\_ yes \_\_\_\_ no*

*2. Are transition services determined to be appropriate by the IEP team if the student is younger than age 16? \_\_\_\_yes \_\_\_\_ no*

*Explanation:* IDEA 2004 changed the age requirement for transition services to “the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP Team.” The purpose of these two questions is to make sure that the reviewer is reviewing an IEP that is appropriate for determination of the transition requirements.

If the student will turn 16 while the IEP will be in effect then answer “yes” to question #1. and complete the checklist. For students who are younger than age 16 while this IEP is in effect and it has been determined by the IEP that transition services are appropriate for the student, then answer “yes” to question #2. and complete the checklist.

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**Demographic Information**

The following is an explanation of what should go into the Demographic Information.

* Reviewer Initials – Initials of the name of the person conducting the file review.
* Region – The name of the geographic region associated with the school district, if appropriate. (For example: ISD #5, ESC #9, etc.)
* School District – the name of the school district.
* Cohort – Optional. Cohort can be used to designate the name of the school building, the school building code or any other variable.
* Gender of Student – Male, Female, Information is not available/don’t know.
* Ethnicity
	+ White
	+ African-American or Black
	+ Hispanic, Latino, or other Spanish origin
	+ American Indian or Alaska Native
	+ Asian
	+ Native Hawaiian or Other Pacific Islander
	+ Bi-or multiracial
	+ Other (please specify)
	+ Information is Not Available /Don’t Know
* Primary Disability
	+ Learning disability
	+ Mental retardation
	+ Speech or Language impairment
	+ Emotional disturbance
	+ Hearing impairment
	+ Developmental delay
	+ Visual impairment
	+ Deaf/blindness
	+ Orthopedic impairment
	+ Multiple disabilities
	+ Other health impairment
	+ Autism
	+ Traumatic brain injury
	+ Information is Not Available /Don’t Know
* School Year – Current school year.
* Date of Birth - Student’s date of birth.
* Date of Current IEP or most recent Annual IEP Meeting – Date of IEP as shown on the current IEP.
* Age at IEP – This will be automatically figured and reported.
* Checklist Review Date – Date the file review was conducted.
* Check only one of the following - Review 1 (baseline review), Review 2 (follow up review), Review 3 (follow up review). Up to five years worth of data can be entered and viewed.
* First Two Letters of Student’s Last Name - Used in the event that one needs to re-check the data or a follow-up review is conducted by student.
* Student Identification – a unique student code or identifier specified by the state or district.

Transition Requirements Checklist©

IDEA 2004

Revised August 2009

**Invitation and Participation in the IEP Meeting**

**Student Invitation and Participation**

1. **Is there evidence that the student was invited to the IEP team meeting?** *§300.321 (b)(1) IEP Team NSTTAC I-13*

*Essential elements:*

* Every student who’s IEP will be in effect when the student turns 16 years of age, or younger if determined appropriate by the IEP team, must be invited to their IEP meeting.
* Documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP team meeting.

*Method:*

* Review of IEP or file to determine documentation of student invitation.
* Review of student records to determine whether there is a record or copy of a student invitation or telephone log that shows invitation of the student (student invitation or phone log).
* Clear documentation that student was invited (stranger test).

*Special Note:*

* Parent Notice – If looking at the Parent Notice to determine documentation of student invitation, the student’s name must be identified as an addressee on the Parent Notice (e.g. “Dear Mr. & Mrs. Smith and Julie”). If the student’s name is listed as a party to whom the notice is addressed then check “Yes”. If the student’s name is NOT listed as a party to whom the notice is addressed (e.g. “Dear Mr. & Mrs. Smith”) or it is blank then check “No”. Note: the law requires the school to identify and inform the parents, on the parent notice, that the school will be inviting the student to the IEP meeting. Listing the student as a member who will be invited and telling the parents that the student will be invited to the IEP meeting is NOT an invitation to the student.
1. **Did the student attend the IEP meeting? (Note: this is not a requirement).**

*Essential elements:*

* Signature or the listing of student under persons present at meeting.
1. **If the student did not attend the IEP meeting, did the public agency take other steps to ensure that the student’s preferences and interests were considered?** *§300.321 (b)(2) IEP Team*

*Essential elements:*

* Student’s interests and preferences are considered when developing the IEP.
* Student’s interests and preferences are considered when developing the measurable postsecondary goals of the student.
* District takes steps to ensure the IEP meeting includes the presentation and discussion of the student’s interests and preferences.

*Method:*

* Review IEP for documentation that the student’s interests and preferences were considered even if the student did not attend the IEP meeting.
* See measurable postsecondary goals, the courses of study, the transition services, present levels of academic achievement and functional performance, measurable annual goals to determine if the student’s preferences and interests were considered.

*Special Note:*

* If there is a checkbox only and no specific listing of student preferences and interests then check “No”.
* Student’s preferences and interests should be considered in all discussions and decisions made in the IEP.

**Agency Invitation and Participation**

1. **Will this student need involvement from any outside agency in order to make a successful transition? (Note: this is not a requirement).**

*Essential elements:*

* This question is not an IDEA requirement. However, the information is necessary in order to answer questions 5, 6, 7, and 11

*Method:*

* Review the *measurable postsecondary goals* of the student and then ask yourself, “will this student need any services, supports, or programs in order to make a successful transition from school to their measurable postsecondary goals?” Answer this question ONLY FOR THE CURRENT IEP MEETING YEAR.
* While the student may need involvement from an outside agency at some future point in time other than the current IEP year, this question should be answered ONLY for the current IEP year
* If you feel that the student will need some type of post-school service, support, or program for the current IEP year then the agency that can provide those should be identified along with a description of the service, support, or program.
* If the student is in their final year of school and the district has developed a Summary of Performance (SOP), review the SOP and the recommendations to assist the student in meeting the student’s postsecondary goals. The recommendations should present suggestions for accommodations, adaptive devices, assistive services, and compensatory strategies, including the post school agency, service, support or program.

*Special Note:*

* Answer question 4 **ONLY** for the current IEP meeting and IEP year.
* “Yes” means that the student will need involvement from an outside agency during the current IEP meeting year.
* “No” means that the student will not need any involvement from any outside agency for the current IEP year.
* “N/A” means it is too early to determine if any outside agency needs to be involved OR it is not appropriate to involve an outside agency for the current IEP meeting year.
* **If you check “No” or “N/A”, then the answers to questions 5, 6, and 11 should ALL be checked “N/A”.**
* Entities that are a part of the education system (ISD, CESA, Regions, etc.) and the services they provide are NOT considered an outside agency.
* Outside agencies must be agencies, services, supports or programs that the school will hand this student off to upon completion or aging out of the formal education system.

**5. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?** *§300.321 (b)(3) IEP Team (NSTTAC I-13)*

*Essential elements*:

* Any other agency that is likely to be responsible for providing or paying for any transition services must be invited to attend the IEP meeting. The invitation of any other agency must occur with the consent of the parents, or a student who has reached the age of majority.

*Method:*

* Review IEP meeting participants to determine if representatives from other agencies were present at the meeting.
* Review parent IEP meeting notice. The meeting notice should identify any other agency invited to send a representative.
* Interview IEP team member(s) to verify procedures for inviting other agencies to attend IEP meetings. Request records that verify invitation.

*Special Note:*

* Answer question 5. **ONLY** **for the current IEP meeting and IEP year**.
* IDEA 2004 added the caveat “with the consent of the parent or a student who has reached the age of majority” to the requirement for invitation of a participating agency likely to be responsible for providing or paying for transition services.
* A **“Yes”** means that **an outside agency was invited** to the current IEP meeting **and** the **school, with consent of the parent or the student, invited a representative** of an outside agency to the IEP meeting.
* A **“No”** means that an outside agency was identified as needing to be invited to the current IEP meeting, **there was consent** of the parent or student to invite the outside agency **but there is no evidence that an outside agency was invited by the school**.
* **“N/A” could mean** “**the parents or student** who reached the age of majority **did not consent**” or **it is too early to determine if any outside agency needs to be involved or it is not appropriate to include an outside agency for the current IEP year.**
* Entities that are a part of the education system (ISD, CESA, Regions, etc.) and the services they provide are NOT considered an other agency.
* Other agencies must be agencies, services, supports or programs that the school will hand this student off to upon completion or aging out of the formal education system. These can include but are not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, etc.

**6. Did a participating agency, other than the public agency, fail to provide the transition services described in the IEP?** *§300.324 (c)(1) Development, review, and revision of IEP*

*Essential elements:*

* Documentation of failure of any participating agency, other than the public agency, to provide the transition services that were described in the IEP.

*Method:*

* Review the transition services in the current and previous IEPs and try to determine if any outside agency failed to provide agreed upon transition services.

*Special Note:*

* If any participating agency from outside of the school system failed to provide agreed upon transition services contained in the IEP, answer “Yes” and then answer Question 7.
* If any participating agency from outside of the school system provided the agreed upon transition services contained in the IEP, answer “No” (they did not fail) and go to Question 8.
* “N/A” means it is too early to determine if any outside agency needs to be involved.

**7.** **Did the public agency reconvene the IEP Team to identify alternative strategies to meet the transition objectives and, if necessary, revise the student’s IEP?** *§300.324 (c)(1) Development, review, and revision of IEP*

*Essential elements:*

* School reconvened the IEP team to identify alternative strategies.
* The IEP team identified alternative strategies to meet the transition service needs of the student.
* The IEP team met as soon as possible to identify alternative strategies.
* The IEP was revised as necessary.

*Method:*

* Evidence that the IEP team meeting was reconvened and alternative strategies were identified.

*Special Note:*

* Review IEP to determine the nature and extent of services to be delivered by other agencies.
* Review documentation to determine if services from other agencies were not provided and the IEP team met to identify alternative strategies and, as necessary, revise the IEP.
* Review district’s procedures for reconvening the IEP team to identify alternative strategies if any agency fails to provide agreed upon transition services contained in the IEP.

**Parent Invitation**

**8. Was a parent notice provided?** *§300.322 (a)(1) Parent participation*

*Essential elements:*

* Current Parent Notice is in the file.

 *Method:*

* Current Parent Notice is in the file

 *Special Note:*

* Check “Yes” if the parent notice is provided.
* If the parent notice was not provided, check “No” for Question 8 and “No” for Questions 9, 10 and 11.
1. **Does the parent notice indicate a purpose of the meeting will be the consideration of the postsecondary goals and transition services of the student?** *§300.322 (b)(2)(i)(A) Parent participation*

*Essential elements:*

* Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP Team, the parent meeting notice also must indicate that a purpose of the IEP meeting will be the consideration of the postsecondary goals and transition services for the student.

*Method:*

* Locate the parent meeting notice.
* Identify that one of the purposes of the IEP meeting will be the consideration of the postsecondary goals and transition services for the student.

*Special Note:*

* If the parent meeting notice lists several purposes, make sure that the consideration of the postsecondary goals and transition services is noted or checked.

**10. Does the parent notice indicate that the public agency invited the student?** *§300.322*

*(b)(2)(i)(B) Parent participation*

*Essential elements:*

* Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP Team, the parent meeting notice also must indicate that the agency will invite the student to the IEP meeting.

*Method:*

* Meeting Notice clearly identifies or states that the student will be invited.

**11. Does the parent notice identify any other agency that will be invited to send a representative to the IEP meeting?** *§300.322 (b)(2)(ii) Parent participation*

*Essential elements:*

* If it was determined under Question 4 that the student will need involvement from any outside agency for the current year and/or the public agency invited, or will invite, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, then the parent meeting notice must identify any other agency (agency, position, title) that will be invited to attend the IEP meeting.

*Method:*

* Review the Meeting Notice.

*Special Note:-*

* If the answer to question 4 (Will this student need any…) is “No” or “N/A”, the answer to question 11 should be “N/A”.
* Question 11 will always be answered “No” if Question 8 (Parent meeting notice provided) is “No”.
* Question 11 needs to be answered ONLY for the current IEP year.

**Content of the IEP**

**Present Levels of Academic Achievement and Functional Performance**

**12. Does the IEP include a statement of the student’s present levels of academic achievement and functional performance?** *§300.320 (a)(1)) Definition of individualized education program*

*Essential elements:*

* The IEP contains a statement of the student’s present levels of academic achievement and functional performance.

*Method:*

* Locate the statement of the student’s present levels of academic achievement and functional performance in the IEP.

**Transition Services**

**13.**  **Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living? (Check all that apply).**

**A. training/education**

**B. employment**

**D. where appropriate, independent living skill** *§300.320 (b)(1) Definition of individualized education program*

*Essential elements:*

* The IEP contains a measurable postsecondary goal or goals for the student **in education/training, employment and where appropriate, independent living skills**.
* The goal can be counted or measured
* The goal will occur *after* the student graduates/terminates from school.
* Based upon the information available about the student, the postsecondary goal(s) seem appropriate for this student.

***Special Note:*** *The IEP must include a measurable postsecondary goal in both education/training and employment. Independent living skills is optional and should be included where appropriate. However, in place of separate measurable postsecondary goals for either education/training or employment, there could be ONE measurable postsecondary goal that includes both education/training and employment.*

**Examples (from NSTTAC and O’Leary):**

Measurable - Education or Training

*Upon completion of high school, John will enroll in the general Associates Degree program at Ocean County Community College in August of 2009*.

Not measurable - Education or Training

*Upon completion of high school, John would like to go on to obtain some type of further education. (Phrases such as “Would like to”, “plans to”, and “wants to” are not measurable)*

Measurable - Combination Education/Training and Employment

*Jason will get his undergraduate degree in history and education, to become a high school social studies teacher.* (Combination – education or training and employment)

Not Measurable - Combination Education/Training and Employment

*Jason plans to get his undergraduate degree in history and education, to become a high school social studies teacher.* (Combination – education or training and employment). *(“Plans to” cannot be measured and could be on-going)*

Measurable - Employment

*Upon graduation, Riley will work full time as a general laborer for a construction company.*

Not Measurable - Employment

*Riley will complete his work experience program and is planning on working in construction. (Work experience is part of the high school program and is not a postsecondary goal. “Planning on” is not measurable).*

Measurable - Independent Living

*Upon completion of high school, Paul will live in a group home.*

Not Measurable - Independent Living

 *Paul will learn to use public transportation, dress himself, and make his own lunch. (This does not state that these will occur after school. The overarching expectation or postsecondary goal for learning these skills is not stated).*

*Essential elements:*

* The measurable postsecondary goal(s) can be counted or measured.
* The measurable postsecondary goal(s) will occur after the student exits from school.
* **“Yes” means that there is a measurable postsecondary goal in the given area and that it can be measured.**
* **“No” means there is a postsecondary goal in the area but it cannot be measured.**
* **“N/G” means there is no postsecondary goal (whether measurable or not) in that area.**
* **“N/A” applies only to independent living skills where a measurable post secondary goal may or may not be appropriate or applicable.**
* The measurable postsecondary goal(s) of the student should be stated in such a way that one could measure (one year following school exit) the extent to which the student has been able to achieve what they set out to do and the extent to which the education system did a good job of preparing students for the next step in life.

*Method:*

* Locate the measurable postsecondary goals in the IEP and indicate a “Yes”, “No”, “N/G” or “N/A beside each measurable postsecondary goal.
* **“Yes”** means:
	+ **there is a measurable postsecondary goal in the given area;**
	+ **the postsecondary goal can be measured;**
* **“No”** means there is a postsecondary goal in the area **but it cannot be measured.**
* **“N/G”** means there is no postsecondary goal (whether measurable or not) in that area.
* **“N/A”** applies only to independent living skills where a measurable postsecondary goal may not be appropriate or applicable.
* If “yes” or “no” is checked for any area then go to Question 14.
* If N/A is checked for all area then go to Question 20)
* If there is ONE measurable postsecondary goal that addresses education/training AND employment and the goal is measurable then check for “Yes” for both areas.
* If “Yes” or “No” for education/training, employment and independent living skills then go to 14.
* **If “NG” for BOTH education/training and employment and “N/A for independent living skills then go to 20.**

*Examples:*

* Education/Training = 4 year college or university, technical college, 2 year college, military, specific vocational or career field, independent living skill training, vocational training program, apprenticeship, OJT, Job Corps, etc.
* Employment = paid (competitive, supported, sheltered), unpaid, non employment, etc.
* Independent living skills = adult living, daily living, independent living, financial, transportation, etc.

**14. Is (are) the postsecondary goal(s) updated annually?**

*Essential elements:*

* The measurable postsecondary goals are addressed and updated in the current IEP.
* If the measurable postsecondary goal(s) was (were) not updated with the current IEP then check “No”.

**15. Is (are) there annual IEP goal(s) related to the student’s transition services needs?**

*Essential elements:*

Find the annual goals, or, for students working toward alternative achievement standards, or States in which short-term objectives are included in the IEP, short-term objectives on the IEP.

* For each of the postsecondary goal areas checked “Yes” in question #13, if there is an annual goal or short-term objective included in the IEP related to the student’s transition services needs, check **“Yes”.**
* For each of the postsecondary goal areas circled “Yes” in question #13, if there is **no** annual goal or short-term objective included in the IEP related to the student’s transition services needs, check **“No”.**
* If a postsecondary goal area was addressed, but was not measurable, and an annual goal is included in the IEP related to the student’s transition services needs, check **“Yes”.**
* If a postsecondary goal area was addressed in #13, but was not measurable, and there is **no** annual goal included the IEP related to the student’s transition services needs, check **“No”.**

**16. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment?** *§300.320 (b)(1) Definition of individualized education program*

*Essential elements:*

* Measurable postsecondary goals are based upon age appropriate transition assessments.
* If a postsecondary goal area was addressed in item #13, but was not measurable and if there is age appropriate transition assessment information, from one or more sources, provided regarding the student’s needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, check **“Yes”.**
* If a postsecondary goal area was addressed in item #13, but was not measurable and if there is **not** age appropriate transition assessment information provided on the student’s needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, check **“No”.**

*Method:*

* Review the IEP for supporting information and locate summaries of any transition assessments.
* Review the measurable postsecondary goals. For each measurable postsecondary goal there should be evidence of at least one age appropriate transition assessment was used that provided information on the student’s needs, taking into account their strengths, preferences and interests.
* Based upon your own judgment, determine if the transition assessments were age appropriate and were used in helping the IEP team (student, teachers, evaluators, support staff etc.) in developing the student’s measurable postsecondary goals.

**17. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?** *§300.320 (b)(2) Definition of individualized education program*

*Essential elements:*

* For each measurable postsecondary goal area there should be some type of instruction, related service, community experience, employment and other post-school adult living objective, daily living skill and/or functional vocational evaluation listed in association with meeting the measurable postsecondary goal.
* If a postsecondary goal area was addressed in item #13, but was not measurable and there is a type of transition services listed in association with meeting that postsecondary goal, check **“Yes”.**
* If a postsecondary goal area was addressed in item #13, but was not measurable and there is **no** type of transition service listed in association with meeting that postsecondary goal, check **“No”.**
* The transition services and activities (actions/steps) described under all of these areas is a coordinated plan for the transition from school to post-school adult life.

*Method:*

* Review the measurable postsecondary goals. For each measurable postsecondary goal there should be some type of transition service (instruction, related service, community experience, employment, other post-school adult living objective, daily living skill and/or functional vocational evaluation) listed in association with meeting the measurable postsecondary goal.
* If there are transition service activities in any of the areas (instruction, related service, community experience, employment, other post-school adult living objective, daily living skill and/or functional vocational evaluation) listed in association with meeting the measurable postsecondary goal then check “Yes”.

*Special Note:*

Check all that apply:

* Reviewers are asked to identify in which areas the transition services are developed in the IEP.
* All transition service areas must be considered but it is not required or appropriate to include activities in each area.
* If the area was included in the IEP mark “Yes”.
* If you believe that any of the areas of instruction, related services, community experiences, employment and other post-school adult living objectives was not considered or not addressed but should have been considered or addressed then mark “No”.
* There will be situations where an individual area (instruction, community experiences, related services, employment, etc.) may not be necessary or appropriate in helping the student achieve their measurable postsecondary goals. If you believe the area has been considered but not necessary or not appropriate mark “N/A”.

**18. Are the transition services based on the individual student’s needs, taking into account the student’s strengths, preference and interests?** *§300.42 (a)(2) Transition services*

*Essential elements:*

* Student’s transition services are based upon the student’s current and anticipated future needs.
* The transition services are individualized for the student and take into account the student’s strengths, preferences and interests.

*Method:*

* Review the transition services in the IEP.
* Determine if the transition services:
	+ Address the student’s current and anticipated future transition needs.
	+ Assist the student in achieving their desired measurable postsecondary goals.
	+ Reflect the student’s strengths, interests and preferences.

**19. 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 facilitate the student’s movement from school to post-school activities?** *§300.42 (a)(1) Transition services*

*Essential elements:*

* The transition services in the IEP will lead toward and result in the student being able to achieve their measurable postsecondary goals.
* The transition services in the IEP are designed to improve the academic and functional achievement of the student.
* The transition services in the IEP are designed to make the change from school to adult life as smooth and easy as possible.

*Method:*

* Review the transition services in the IEP.
* Determine if the transition services will lead toward the student being able to achieve their desired measurable postsecondary goals.
* Review the student’s present level of academic and functional performance. Review the information from the transition assessments. Review the transition services and activities and determine if the services and activities will lead toward improved academic and functional achievement of the student.
* Determine if the transition services includes all necessary players including their responsibilities for the transition activities. Determine if the activities are comprehensive and the activities follow a logical and achievable timeline.

**20. For the measurable postsecondary goal(s), is there evidence of coordination between the LEA and other postsecondary services?** *§300.42 (a) Transition services*

*Essential elements:*

* Transition services is a coordinated set of activities and the activities should be aligned with and assist the student in achieving their measurable post secondary goals. Transition services includes the activities (actions/steps) under each of the areas of instruction, community experiences etc. The activities or action steps should identify what needs to occur, designate the responsibilities of all parties, include timelines and reflect the coordination of all activities and parties (school, the student, family, other agencies, and post-school programs, services and supports).

*Method:*

* Review the transition services in the IEP to ensure that the activities, the steps/actions and responsibility of all parties reflects the coordination of all parts of the plan between school, student, families, other agencies, and post-school programs, services and supports.
* “Yes” means that the transition services reflects the responsibility and coordination of all parts of the plan between school, student, families, other agencies, and post-school programs, services and supports.
* “No” means that the transition services do not demonstrate the responsibility and coordination of all necessary parties.
* “N/A” means that it is too early to determine if this student will need involvement from any other outside agency, service or support.
* The transition services are based on the individual student’s needs taking into account the student’s strengths, interests, and preferences and the transition services lead toward the student’s measurable postsecondary goals.

**21. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?** *§300.320 (b)(2) Definition of individualized education program*

*Essential elements:*

* Locate the course of study (instructional program of study) or list of courses of study in thestudent’s IEP.
* The courses of study a multi-year description of coursework from the student’s current to anticipated exit year that is designed to help achieve the student’s desired post-school goal(s)? If yes then check “Yes” and go to next bullet. If no, check “No”.
* Do the courses of study align with the student’s identified postsecondary goal(s)? If yes, check “Yes”. If no, check “No”.

*Method:*

* Review IEP for documentation of the courses of study.
* Review the courses of study to ensure that the courses of study:
* Reflects an educational program and plan that specifies all courses and educational experiences from the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team.
* Reflects the planning of courses of study that relate to the student achieving their desired measurable postsecondary goals and helps them make a successful transition to post-school adult life.
* Multiple years of classes and educational experiences are specified, not just one year.

*Special Note:*

* Question 21 – the students “courses of study” needs to reflect the student’s needs, strengths, preferences and interests in order to check “Yes”.
* If there is a checkbox only or it does not specify the specific courses for each year then check “No”.

**22. Overall, does the IEP meet the requirements of Indicator 13?** *SPP – Indicator 13*

*Special Note:*

This is the Indicator 13 question that is used for reporting purposes. Indicator 13 has to do with the reporting of the percent of youth aged 16 and above with an IEPthat includes *“…appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study…etc”,* **In order to clearly answer “Yes” to question 22 one must have answered “yes” to questions 1, 13a and 13b and answered “Yes” to questions: 14, 15, 16, 17 and 21. Question 5 could have either a “Yes” or “N/A”.**

*Essential elements:*

In order to answer “Yes” to question 22 one must have answered ‘yes’ to questions 1, 13a and 13b AND answered “Yes” to ALL of the following questions: 14, 15, 16, 17 and 21. Question 5 could have either a ‘yes’ or ‘n/a’. If one answered “No” to any one of the previous questions (except for the section ‘check all that apply’ in question 17 and ‘n/a’ for question 5) then Question 22 will automatically be marked “No”.

Question 22 is automatically checked depending on answers to the previous questions and cannot be altered or changed directly.

**Transfer of Rights at Age of Majority**

**23. 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 under Part B of the Act, if any, that will transfer to the student on reaching the age of majority?** *§300.320 (c) Definition of individualized education program*

*Essential elements:*

* Date of notice of transfer of rights must be at least one year prior to the age of majority as defined by the State. Generally, this is the student’s 18th birthday.

*Method:*

* Review date on the Notice of Transfer of Rights to ensure that the date is at least one year prior to the age of majority according to the State.

*Special Note:*

* If the age of majority is 18 years of age and student will turn age 17 during the timeframe of the IEP, answer “Yes” if the IEP includes a statement that the student has been informed of his or her rights under Part B.
* If the age of majority is 18 years of age and the student will turn age 17 during the timeframe of the IEP and a statement is not included, answer “No” and comment.
* If the age of majority is 18 years of age and the student will remain younger than age 17 during the timeframe of the IEP answer “N/A”.

**Summary of Performance**

**24. 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 appropriate public education under State law?** *§300.304 (3)(e)(2) Evaluation procedures*

*Essential elements:*

* The student will terminate eligibility from secondary school because they will graduate with a regular diploma or exceed the age eligibility.

*Method:*

* Review the IEP, the student’s course of study, and school records to determine if the student will graduate with a regular diploma or exceed the age eligibility for a free appropriate public education at the conclusion of the current school year.
* If the student will graduate with a regular diploma or exceed the age eligibility for a free appropriate public education at the conclusion of the current school year then answer “Yes” and proceed to Question #25.
* If the student will not graduate with a regular diploma and will not exceed the age eligibility for a free appropriate public education for the current school year then answer “No” and end the Checklist.

**25. Has the public agency developed and provided the student with a summary of academic achievement and functional performance including recommendations to assist the student in meeting the student’s postsecondary goals (Summary of Performance or SOP)?** *§300.304 (3)(e)(2) Evaluation procedures*

*Essential elements:*

* A Summary of Performance that includes a summary of the student’s academic achievement and functional performance, including recommendations to assist the student in meeting the student’s postsecondary goals is in the student’s file.

*Method:*

* Review the student’s file to determine if a copy of a Summary of Performance exists.
* If “Yes”, answer Questions 26 and 27.
* If “N/A – not developed yet, but will be developed later this year” (see Special Note below), then mark Questions 26 and 27 “N/A”.

*Special Note:*

* Depending on the time of the year that the file is reviewed (such as fall or mid-year), it may be that a Summary of Performance has not been completed and provided to the student. In those instances when a Summary of Performance has not yet been developed but will be developed later in the year and prior to graduation or exiting due to exceeding the age eligibility check “N/A – not developed yet, but will be developed later this year.”

**26. Does the summary of performance provide the student with a summary of his/her academic achievement and functional performance?** *§300.304 (3)(e)(2) Evaluation procedures*

*Essential elements:*

* The summary of performance includes both a current summary of the student’s academic achievement and functional performance.

*Method:*

* Review the summary of performance to determine if both a summary of the student’s academic achievement and a summary of the student’s functional performance are included and current.

**27. Does the summary of performance include recommendations on how the assist the student in meeting his/her postsecondary goals?** *§300.304 (3)(e)(2) Evaluation procedures*

*Essential elements:*

* The summary of performance includes the student’s measurable postsecondary goals in education, training, employment, and where appropriate, independent living skills.
* This summary of performance includes recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services, to enhance the likelihood that the student will meet his/her post secondary goals.

*Method:*

* Review summary of performance to determine if there exists recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services, to enhance the likelihood that the student will meet his/her post secondary goals.