INSTRUCTIONS: INDIANA TRANSITION REQUIREMENTS CHECKLIST
(Compliance Indicator 13)
2010-2011

The following questions have been developed to guide your determination about the compliancy of your corporation’s Transition IEPs. Questions 1-9 relate to specific elements to be included in a compliant Transition IEP, and the sum total given in Question 10 will indicate whether the reviewed Transition IEP meets these collective requirements.

When answering each question of the Indiana Transition Requirements Checklist, circle “Y” for yes, “N” for no, or N/A for not applicable.

1. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
   - Locate the invitation to the IEP conference for the student.
   - Was the student invitation signed (by the LEA) and dated prior to the date of the IEP conference? If yes, circle Y OR if no, circle N in the column.

2. Are there measurable postsecondary goals in these areas?
   - Find the postsecondary goal(s) for this student.
   - If there are appropriate measurable postsecondary goals that address Education or Training after high school, Employment after high school, and (if applicable) Independent Living after high school and if the identified postsecondary goal(s) in Education or Training, Employment, and (if applicable) Independent Living appear to be appropriate for the student, based on the other information regarding Present Level of Academic and Functional Performance and / or the student's strengths, preferences, and interests, circle Y.
   - If there is misalignment between the student's postsecondary goal(s), based on the information available (e.g., present level of performance including age-appropriate transition assessments, student interests, student preferences), circle N for the misaligned goal area(s) in the appropriate column(s).
   - If there is a postsecondary goal that addresses Education or Training after high school, but it is not measurable or does not appear to be appropriate for the student, circle N in that column.
   - If there is not a postsecondary goal that addresses Education or Training after high school, circle N in that column.
   - If there is a postsecondary goal that addresses Employment after high school, but it is not measurable or does not appear to be appropriate for the student, circle N in that column.
   - If there is not a postsecondary goal that addresses Employment after high school, circle N.
   - If there is a postsecondary goal that addresses Independent Living after high school, but it is not measurable or does not appear to be appropriate for the student, circle N in that column.
   - If there is not a postsecondary goal that addresses Independent Living after high school, circle NA for that column. (If NA is circled for Independent Living for #2, please do not respond to questions in this column for questions 4 – 9.)
3. Is there evidence that the measurable postsecondary goals were based on an age-appropriate transition assessment?

- Find where information relates to transition assessment and the transition component on the Transition IEP (either in the Transition IEP or the student’s file).
- For each of the postsecondary goal areas circled Y in question #2, if there is age-appropriate transition assessment information, from one or more sources, provided on the student’s needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle Y in the corresponding column for item #3.
- For each of the postsecondary goal areas circled Y in question #2, if there is no age-appropriate transition assessment information provided on the student’s needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N in the corresponding column for item #3.
- If a postsecondary goal area was addressed in item #2, but was not measurable and if there is age-appropriate transition assessment information provided on the student’s needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle Y in the corresponding column for item #3.
- If a postsecondary goal area was addressed in item #2, 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, circle N in the corresponding column for item #3.
- If an Independent Living (IL) postsecondary goal was noted as NA for #2, please provide the evidence of why the student does not need an Independent Living (IL) postsecondary goal.

4. Are the postsecondary goal(s) updated annually?

- If the postsecondary goal(s) for Education or Training, Employment, and as needed Independent Living, is (are) documented in the student’s current IEP, circle Y in each corresponding column.
- If the postsecondary goal(s) for Education or Training, Employment, and as needed Independent Living, is (are) not documented in the student’s current IEP, circle N in each corresponding column.
- If an Independent Living (IL) postsecondary goal was noted as NA for #2, please do not provide an answer in the (IL) column.
- If this is the student’s first IEP that addresses secondary transition services because they just turned 14, this is considered an update, so circle Y in each column.

5. Is there documentation regarding whether the student will pursue a high school diploma or certificate of completion?

- Find the area of the Transition IEP that discusses, then documents whether the student will pursue a high school diploma or certificate of completion.
- If the student will pursue a high school diploma, circle Y.
- If the student will pursue a certificate of completion, circle Y.
- If there is no evidence either option has been documented, circle N.
6. Is (are) there measurable annual Transition IEP goal(s) that will reasonably enable the student to meet the postsecondary goal(s)?

- For each of the postsecondary goal areas circled Y in question #2, if there is an annual goal or short-term objective included in the Transition IEP that will help the student make progress towards the stated postsecondary goal, circle Y in that column for #6.
- For each of the postsecondary goal areas circled Y in question #2, if there is no annual goal or short-term objective included in the Transition IEP that will help the student make progress towards the stated postsecondary goal, circle N in that column for #6.
- If a postsecondary goal area was addressed in #2, but was not measurable, and an annual goal is included in the Transition IEP that will help the student make progress toward the stated postsecondary goal, circle Y in that column for #6.
- If a postsecondary goal area was addressed in #2, but was not measurable, and there is no annual goal included in the Transition IEP that will help the student make progress toward the stated postsecondary goal, circle N in that column for #6.
- If an Independent Living (IL) postsecondary goal was noted as NA for #2, please do not provide an answer in the (IL) column.

7. Are there transition services in the Transition IEP that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?

- Find where transition services/activities are listed on the Transition IEP.
- For each of the postsecondary goal areas circled Y in question #2, if there is (a) instruction, (b) related service(s), (c) community experience(s), (d) development of employment and other post-school adult living objective, (e) if appropriate, acquisition of daily living skill(s), or (f) if appropriate, provision of a functional vocational evaluation listed in association with meeting the postsecondary goal, circle Y in that column for #7.
- For each of the postsecondary goal areas circled Y in question #2, if there is no type of instruction, related service, community experience, development of employment and other post-school adult living objective, acquisition of a daily living skill, or functional vocational evaluation listed in association with meeting the postsecondary goal, circle N in the corresponding column for #7.
- If a postsecondary goal area was addressed in item #2, but was not measurable and there is a type of transition service(s) listed in association with meeting that postsecondary goal, circle Y in the corresponding column for #7.
- If a postsecondary goal area was addressed in item #2, but was not measurable and there is no type of transition service listed in association with meeting that postsecondary goal, circle N in the corresponding column for #7.
- If an Independent Living (IL) postsecondary goal was noted as NA for #2, please do not provide an answer in the (IL) column.
8. For transition services that are likely to be provided or paid for by other agencies with parent or student (once the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the Transition IEP meeting?

- Find where persons responsible and/or agencies are listed on the Transition IEP
- Are there transition services listed on the Transition IEP that are likely to be provided or paid for by an outside agency? If yes, continue with next instruction bullet. If no, circle NA in the corresponding column(s).
- Was parent consent or student consent (once student has reached the age of majority) to invite an outside agency(ies) obtained? If yes, continue with next instruction bullet. If no, circle NA in the corresponding column(s).
- If a postsecondary goal area was addressed in item #2, but was not measurable and there is evidence that parent/student consented agency(ies) were invited to the IEP meeting to discuss transition, circle Y in the corresponding column(s).
- If a postsecondary goal area was addressed in item #2, but was not measurable and there is no evidence that parent/student consented agency(ies) were invited to the IEP meeting to discuss transition, circle N in the corresponding column(s).
- If it is too early to determine if this student will need outside agency involvement, circle NA in each column.
- If an Independent Living (IL) postsecondary goal was noted as NA, please do not provide an answer in the (IL) column.

9. Do the transition services include a course of study that focuses on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?

- Locate the course of study (instructional program of study) or list of courses of study in the student's Transition IEP.
- Are 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, go to next instruction bullet. If no, circle N in each column.
- Do the courses of study align with the student's identified postsecondary goal(s)? If yes, circle Y in the corresponding column(s). If no, circle N in the corresponding column(s).
- If an Independent Living (IL) postsecondary goal was noted as NA, please do not provide an answer in the (IL) column.

10. Does the Transition IEP meet the requirements of Indicator 13?

This question is a summative of all previous questions. If you answered no to any of the questions above, your answer to this question must be no (N). A compliant Transition IEP must have all nine elements in order to meet requirements. If you answered either yes (or NA) to all previous questions, answer yes (Y) to this question.