

Indiana Transition Requirements Checklist (School Year 2018-2019)

For more guidance, visit www.doe.in.gov/specialed/indicator-13-secondary-transition-iep-goals.

1) Is there evidence that the student was invited to the Transition IEP Team meeting where transition services were discussed?	Y	N
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Postsecondary Goal Areas

2) Are there measurable postsecondary goals in these areas? a) Can the goal(s) be measured? b) Will the goal(s) occur after the student graduates/transitions from school? c) Based on information available, does the postsecondary goal seem appropriate for this student?	Education/Training		Employment		Independent Living		
	Y	N	Y	N	Y	N	N/A
	Y	N	Y	N	Y	N	N/A
	Y	N	Y	N	Y	N	N/A

If 'Yes' to all 3, circle Y, OR if a postsecondary goal is not stated, circle N for 'No.'

3) Is there evidence that the measurable postsecondary goals were based upon an age-appropriate transition assessment?	Education/Training		Employment		Independent Living		
	Y	N	Y	N	Y	N	N/A

Is use of a transition assessment(s) for the postsecondary goal(s) mentioned in the Transition IEP or evident in the student's file?

4) Are the postsecondary goals updated annually?	Education/Training		Employment		Independent Living		
	Y	N	Y	N	Y	N	N/A

Is there evidence that the postsecondary goals have been discussed/updated and continue to be relevant in conjunction with the current IEP?

5) Is there documentation regarding whether the student will pursue a high school diploma or certificate of completion?	Y	N
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Is the discussion documented in the Transition IEP or evident in the student's file?

6) Is (are) there measureable annual Transition IEP goal(s) related to the student's transition services needs?	Education/Training		Employment		Independent Living		
	Y	N	Y	N	Y	N	N/A

- a) Is/Are the goals measurable?
- b) Is/Are the goals skill-based?

7) Are there transition services in the Transition IEP that will enable the student to meet his or her postsecondary goals?	Education/Training		Employment		Independent Living		
	Y	N	Y	N	Y	N	N/A

Is the type of instruction, related service, community experience, development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of functional vocational evaluation listed in association with meeting the postsecondary goals?

8) If appropriate, is there evidence that representatives of the agency(ies) were invited to the Transition IEP meeting with the prior consent of the parent or student who has reached the age of majority?	Education/Training			Employment			Independent Living		
	Y	N	N/A	Y	N	N/A	Y	N	N/A

For the current year, is there evidence in the Transition IEP that representatives of any of the following agencies/services were invited to participate in the Transition IEP development for this postsecondary goal? Agencies/Services include, but are not limited to: *postsecondary education, vocational education, integrated employment/supported employment, continuing and adult education, adult services, independent living or community participation.*

- a) If consent was obtained from the parent or student (if student has reached the age of majority), circle Y.
- b) If parent or student (if student has reached the age of majority) was not provided, circle N.
- c) If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA.

9) Do the transition services include a course of study that focuses on improving the academic and functional achievement of the student to facilitate her/his movement from school to post-school?	Education/Training		Employment		Independent Living		
	Y	N	Y	N	Y	N	N/A

Do the transition services include courses of study that align with the student's postsecondary goal(s)?

10) Does this Transition IEP meet the requirements of Indicator 13?	Y	N
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If the reviewer has rated all questions with Y or N/A, when applicable, for each postsecondary goal included in the Transition IEP, then circle Y. This is a compliant Transition IEP.

If one or more of the questions were rated with N, circle N. This is **not** a compliant Transition IEP. The LEA must take immediate and appropriate action(s) to make this student's Transition IEP compliant.