



INSTRUCTIONS: Complete one copy for each student record selected for the sample. Retain at the district level. *For Local Use Only. Provided for documentation purposes. Use by the LEA is optional. **Examples for Evidence of Student-Level Corrective Action (last column), include called parent on [date], no new IEP team meeting, etc.*

GENERAL INFORMATION				
Student Name		Student Date of Birth Mo./Day/Yr.		Reviewer's Name
RECORD REVIEW CHECKLIST				
ITEM NO.	ITEM DESCRIPTION	STANDARDS & DIRECTIONS	REQUIRED STUDENT-LEVEL CORRECTIVE ACTION	EVIDENCE OF STUDENT-LEVEL CORRECTIVE ACTION**
T-1	<input type="checkbox"/> Yes <input type="checkbox"/> No The student was invited to the IEP team meeting held to consider transition services.	If one purpose of the IEP team meeting is to consider the student's transition needs, the student must be invited. Look to see if the student is listed on the <i>Evaluation Report and IEP Cover Sheet</i> (I-3) as a participant. If the student is listed, consider the requirement met. If the student is not listed, look at <i>Individualized Education Program: Transition Services</i> (form I-8) for the date and method used to invite the student. If form I-8 includes how the student was invited and the date of the invitation, the requirement is met. If not, look to see if an <i>Invitation to a Meeting of the IEP Team</i> (I-1) is addressed to the student. If a written invitation is addressed to the student, the requirement is met.	Offer to parents to invite the student and to conduct a new IEP meeting to consider transition services.	
T-2	<input type="checkbox"/> Yes <input type="checkbox"/> No There are measurable postsecondary goals that cover education or training, employment, and, as needed, independent living. Comments:	<ul style="list-style-type: none"> Find the postsecondary goal(s) in the IEP. If there is a goal (or goals) that is <i>measurable</i>, occurs <i>after</i> high school, and address <i>education or training, and employment</i>, and (if needed) independent living, the requirement is met. If one or more goals are not <i>measurable</i>, the requirement is not met. If one or more goals do not occur <i>after</i> high school, the requirement is not met. If the goals do not address <i>education or training, and employment</i>, the requirement is not met. <p>A measurable goal is one that can be counted. Goals are measurable even though they contain words like "intends", "plans", or "wants".</p> <p>Goals do not need to contain the words, "after graduation" or "after high school." However the language of the goal must clearly indicate the activity will take place after high school.</p>	Conduct an IEP team meeting to include in the IEP measurable postsecondary goals that cover education or training, employment, and as needed, independent living* <small>*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the students current IEP. 34 CFR 300.324(a)(4)</small>	

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T-2 contd		When no independent living goal is listed assume the IEP team correctly determined an independent living goal was not needed. However, if an independent living goal is present it must be measurable and occur after high school.		
T-3	<input type="checkbox"/> Yes <input type="checkbox"/> No There is evidence the measurable postsecondary goals were based on age-appropriate transition assessment(s). Comments:	<ul style="list-style-type: none"> Find information related to transition assessment in the student's IEP or file. If there is <i>evidence</i> age-appropriate transition assessment provided information on the student's needs, <i>taking into account strengths, preferences, and interests</i> regarding <i>each</i> stated postsecondary goal, the requirement is met. If there is no <i>evidence</i> age-appropriate transition assessment provided information on the student's needs, <i>taking into account strengths, preferences, and interest</i> regarding <i>each</i> stated postsecondary goal, the requirement is not met. <p>If the "Age-Appropriate Transition Assessment" box (see DPI Sample Special Education Forms, I-8) is checked "yes" the evidence is sufficient. If the box is not checked look for other documentation in the student's IEP or file.</p> <p>Age-appropriate transition assessments range from formal aptitude tests and interest inventories, to observations of the student, to discussions with the student. Assessments must be reasonably linked to the student's strengths, preferences, and interests regarding postsecondary goals.</p>	Conduct an age appropriate transition assessment and conduct an IEP team meeting to develop postsecondary goals based on the assessment results.* *In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the students current IEP. 34 CFR 300.324(a)(4)	

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T-4 <input type="checkbox"/> Yes <input type="checkbox"/> No	There are transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals. Comments:	<ul style="list-style-type: none"> Find where transition services/activities are listed on the IEP. If there is <i>at least one</i> transition service/activity that will reasonably enable the student to meet <i>each</i> stated postsecondary goal, the requirement is met. If there is not <i>at least one</i> transition service/activity that will reasonably enable the student to meet <i>each</i> stated postsecondary goal, the requirement is not met. Transition services/activities may include: (a) instruction, (b) related service(s), (c) community experience, (d) development of employment and other post-school adult living objectives, (e) if appropriate, acquisition of daily living skills, or (f) if appropriate, provision of a functional vocational evaluation. <p>A single transition service associated with meeting all postsecondary goals may satisfy the requirement.</p>	Conduct an IEP team meeting to include in the IEP transition services that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school.* *In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the students current IEP. 34 CFR 300.324(a)(4)	
T-5 <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	After obtaining parent consent (or the student's consent once the age of majority is reached), representatives of other agencies likely to provide or pay for transition services were invited to the IEP meeting. Comments:	<ul style="list-style-type: none"> Find where persons responsible and/or agencies are listed on the IEP Guiding Question 1) Are there transition services listed on the IEP that are <i>likely to be provided or paid for by outside agencies during the term of the current IEP?</i> If yes, continue with guiding question 2. If no, enter NA on the recording form and move on to item T-6. Guiding Question 2) Was parent or child (once the age of majority) <i>consent</i> to invite the outside agencies obtained? If yes, continue with guiding question 3. If the parent or child (once the age of majority) refused consent; or there is documentation of three good faith, but unsuccessful, attempts to get the parent or child (once the age of majority) to provide consent, enter NA on the recording from and move on to item T-6. Guiding Question 3) Were outside agencies <i>invited</i> to the student's IEP meeting to discuss transition? If yes, the requirement is met. If no, the requirement is not met. 	Contact the parent and request consent for the LEA to invite an agency representative to an IEP team meeting. If consent is provided, conduct an IEP team meeting with an agency representative.	

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T-5 contd			<p>When no outside agencies are listed, assume the IEP team correctly determined that there are no transition services likely to be provided or paid for by outside agencies. Consent, or attempts to gain consent, must be documented in writing in the student's IEP or file.</p> <p>Item T-5 requires agencies be invited to the meeting, it does not require agencies attend the meeting. Invitations, or agency attendance at the meeting, must be documented in the students IEP or file.</p>		
T-6	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The transition services include a course of study that aligns with the student's postsecondary goals.</p> <p>Comments:</p>	<ul style="list-style-type: none"> Find the course of study in the student's IEP. If the course of study <i>aligns</i> with the stated postsecondary goal(s), the requirement is met. If the course of study does not <i>align</i> with the stated postsecondary goal(s), the requirement is not met. <p>A direct one-to-one relationship between particular classes and each postsecondary goal is not required. The course of study may be limited to the term of the student's current IEP. "Pass all classes" is not a course of study.</p>	<p>Conduct an IEP team meeting to include in the IEP a course of study needed to assist the student in reaching post-secondary goals.*</p> <p>*In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the students current IEP. 34 CFR 300.324(a)(4)</p>	

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T-7 <input type="checkbox"/> Yes <input type="checkbox"/> No	There are annual IEP goals that will reasonably enable the student to meet the postsecondary goals. Comments:	<ul style="list-style-type: none"> Find the annual goals in the IEP. If there is <i>at least one</i> annual goal or short-term objective included in the IEP that will reasonably help the student <i>make progress</i> towards <i>each</i> of the stated postsecondary goals, the requirement is met. If there is not <i>at least one</i> annual goal or short-term objective included in the IEP that will reasonably help the student <i>make progress</i> towards <i>each</i> of the stated postsecondary goals, the requirement is not met. <p>Item T-7 requires you only to find a reasonable link between annual goals and postsecondary goals.</p> <p>A single annual goal or short-term objective that helps the student make progress in all of the postsecondary goals may satisfy the requirement.</p> <p>Assess whether there is a reasonable link between annual goals and postsecondary goals.</p>	Conduct an IEP team meeting to include in the IEP an annual goal that will reasonably enable the student to meet the postsecondary goals.* *In making changes to a student's IEP after the annual IEP meeting for a school year, the parent of a student with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the students current IEP. 34 CFR 300.324(a)(4)	
T-8 <input type="checkbox"/> Yes <input type="checkbox"/> No	Complete T-1 through T-7. If the answer is "YES" or "NA" for every item, check "YES." If one or more of the answers is "NO," check "NO." Indicator 13 Data Collection Item	<ul style="list-style-type: none"> Complete items T-1 through T-7 for each student. For each student, note whether the requirement is met ("Yes" or "NA") for items T-1 through T-7. <p>If all seven requirements are met, the Indicator 13 requirement (T-8) is met.</p> <p>If one or more of the seven requirements is not met ("No"), the Indicator 13 requirement (T-8) is not met.</p>		

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