



# Indicator 13 Checklist Questions

Wednesday, March 27, 2013

12:18:16 PM

Question Number

## 1 KIDS ID

METHOD: Please enter the 10 digit KIDS ID

## 2 District Number

METHOD: Please select the USD for which the student attends.

## 3 Is there an appropriate measurable postsecondary goal or goals for Education/ Training?

METHOD: Find the postsecondary goal(s) that covers Education or Training in the student's IEP.

**Select Yes** if the answers are yes to all three of the following questions:  
a) Can the goal(s) that covers Education or Training be counted or measured? B) Will the goal(s) that covers Education or Training occur after the student graduates from school? C) Based on the information available about this student (e.g., present level of performance, student interests, student preferences), does (do) the postsecondary goal(s) that covers Education or Training seem appropriate for this student?

**Select No** if any of the above questions cannot be answered yes OR if a postsecondary goal that covers Education or Training is not stated.

**Special Note:** The IEP must include measurable postsecondary goals in the areas of training, education and employment and, where appropriate, independent living skills. It is up to the IEP team to determine whether an IEP goal(s) related to the development of independent living skills is appropriate for each student. In some instances, training and education goal(s) can be combined into one or more goals. Employment, however, is a distinct activity from the areas related to training and education and each student's IEP must include a separate postsecondary goal in the area of employment.

## 4 Is there an appropriate measurable postsecondary goal or goals for Employment?

**METHOD:** Find the postsecondary goal(s) that covers Employment in the student's IEP.

**Select Yes** if the answers are yes to all three of the following questions:

a) Can the goal(s) that covers Employment be counted or measured? b) Will the goal(s) that covers Employment occur after the student graduates from school? c) Based on the information available about this student (e.g., present level of performance, student interests, student preferences), does (do) the postsecondary goal(s) that covers Employment seem appropriate for this student?

**Select No** if any of the above questions cannot be answered yes OR if a postsecondary goal that covers Employment is not stated.

**Special Note:** The IEP must include measurable postsecondary goals in the areas of training, education and employment and, where appropriate, independent living skills. It is up to the IEP team to determine whether an IEP goal(s) related to the development of independent living skills is appropriate for each student. In some instances, training and education goal(s) can be combined into one or more goals. Employment, however, is a distinct activity from the areas related to training and education and each student's IEP must include a separate postsecondary goal in the area of employment.

## 5 Is there an appropriate measurable postsecondary goal or goals for Independent Living?

**METHOD:** Find the postsecondary goal(s) that covers Independent Living in the student's IEP.

*Select Yes* if the answers are yes to all three of the following questions:

a) Can the goal(s) that covers Independent Living be counted or measured? b) Will the goal(s) that covers Independent Living occur after the student graduates from school? c) Based on the information available about this student (e.g., present level of performance, student interests, student preferences), does (do) the postsecondary goal(s) that covers Independent Living seem appropriate for this student?

*Select No* if any of the above questions cannot be answered yes.

*Select N/A* if a measurable postsecondary goal that covers Independent Living for this student is not appropriate/needed.

*Special Note:* The IEP must include measureable postsecondary goals in the areas of training, education and employment and, where appropriate, independent living skills. It is up to the IEP team to determine whether an IEP goal(s) related to the development of independent living skills is appropriate for each student. In some instances, training and education goal(s) can be combined into one or more goals. Employment, however, is a distinct activity from the areas related to training and education and each student's IEP must include a separate postsecondary goal in the area of employment.

## 6 Is the postsecondary goal(s) updated annually?

**METHOD:** Find the postsecondary goal(s) that covers Education or Training, Employment, and, as needed, Independent Living.

*Select Yes* if the postsecondary goal(s) that covers Education or Training, Employment, and as needed Independent Living is (are) addressed/updated in conjunction with the development of the current IEP.

*Select No* if the postsecondary goal(s) that covers Education or Training, Employment, and as needed Independent Living, is (are) NOT addressed/updated in conjunction with the development of the current IEP.

*Special Note:* During an annual review of the IEP, the postsecondary goals must be reviewed but may not need to be changed if still appropriate for the student. This is still considered an update.

**7 Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment?**

**METHOD:** Find information related to transition assessment(s) on the IEP or in the student's file.

**Select Yes** if age appropriate transition assessment(s) that provided information on the student's needs, taking into account strengths, preferences, and interests was used to develop the postsecondary goal(s) and is mentioned in the IEP or evident in the student's file.

**Select No** if there is no evidence that age appropriate transition assessment(s) was used to provide information on the student's needs, taking into account strengths, preferences, and interests to develop the postsecondary goal(s) in the IEP.

**Special Note:** Reviewers should use professional judgment to determine if the transition assessments were age appropriate and were used in helping the IEP team in developing the student's measurable postsecondary goals.

**8 Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?**

**METHOD:** Find where the transition services/activities are listed on the IEP.

**Select Yes** if for measurable postsecondary goal(s) there is some type of transition services/activities listed in association with meeting the measurable postsecondary goal including: a) Instruction b) Related service c) Community experience d) Development of employment and other post-school adult living objective e) If appropriate, acquisition of a daily living skill f) Functional vocational evaluation

**Select No** if there are no transition services/activities in any of the following areas listed in association with meeting measurable postsecondary goal(s): a) Instruction b) Related service c) Community experience d) Development of employment and other post-school adult living objective e) If appropriate, acquisition of a daily living skill f) Functional vocational evaluation

**Select NA** when individual services/activities have been considered but are not necessary or appropriate in helping the student achieve measurable postsecondary goals.

**9 Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?**

**METHOD:** Locate the courses of study (instructional program of study or list of courses of study) in the student's IEP.

*Select Yes* if the courses of study is a multi-year description of coursework from the student's current to anticipated exit year that is designed to help the student achieve the desired post-school goal(s) and align with the student's identified postsecondary goal(s).

*Select No* if the courses of study are not a multi-year description of coursework from the student's current to anticipated exit year that is designed to help the student achieve the desired post-school goal(s).

*Special Note:* IDEA Regulations do not require the courses of study to be a listing of individual courses. The courses of study may be identified on the student's IEP as a listing of individual courses and/or a statement of instructional program, as appropriate for the student and the desired postsecondary goal(s).

**10 Is (are) there annual IEP goal(s) that are related to the student's transition services needs?**

**METHOD:** Find the annual goals, or for students working toward alternative achievement standards, short-term objectives on the IEP.

*Select Yes* if each of the postsecondary goal areas (i.e. training or education, employment, and where appropriate, independent living) that were addressed in questions #3, #4, and #5 has an annual goal or short-term objective included in the IEP related to the student's transition services needs.

*Select No* if any of the postsecondary goal areas addressed in questions #3, #4, and #5 has no annual goal or short-term objective included in the IEP related to the student's transition services needs.

*Special Note:* Measurable postsecondary goals are different from measurable annual goals in that they measure an outcome that occurs after a student leaves high school where a measurable annual goal measures annual progress of the student while in school. It is important that each postsecondary goal be supported by one or more annual goals, and each annual goal may support more than one postsecondary goal. When developing postsecondary goals, the team should understand what annual goals support the postsecondary goal.

**11** Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

**METHOD:** Locate documented evidence in the IEP or student's files that the student was invited to the IEP team meeting.

*Select Yes* if there is clear documented evidence that the student was invited prior to the IEP conference.

*Select No* if there is no clear documented evidence that the student was invited prior to the IEP conference.

*Special note:* A signed, written student invitation dated prior to the IEP conference is not required. Students may be invited by written or oral invitation, and the district should document this invitation. For example, if there is a note in the student's file recording that a teacher orally invited the student to attend prior to the IEP meeting, select Yes for this question. Or, for students 18 or older, if required 10-day written notice of the IEP meeting was sent to the student prior to the meeting select YES for this question.

**12** 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?

**METHOD:** For the current year, find any evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: a) Postsecondary education b) Vocational education c) Integrated employment (including supported employment) d) Continuing and adult education e) Adult services f) Independent living g) Community participation And find any evidence that consent was obtained from the parent or student if the student has reached the age of majority.

*Select Yes* if there is evidence that a representative(s) from an agency that is likely to be responsible for providing or paying for transition services was invited AND prior consent for the invitation(s) was obtained from the parent or student who has reached the age of majority.

*Select No* if a) There is no invitation to a representative(s) from a participating agency that is likely to be responsible for providing or paying for transition services even if there was consent to invite the representative(s), or b) If an agency was invited without parent or individual student consent (when appropriate).

*Select NA* if a) There are no transition services listed on the IEP that are likely to be provided or paid for by an outside agency or if it is too early to determine if this student will need outside agency involvement, or b) If parent or student (when appropriate) did not provide consent.