



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.*

GENERAL INFORMATION			
Student Name		Student Date of Birth Mo./Day/Yr.	
Reviewer's Name			
RECORD REVIEW CHECKLIST			
			WHERE DOCUMENTED. Examples from DPI 2006-07 Sample Forms. Identify source if documentation is found other than where noted.
T-1	<input type="checkbox"/> Yes <input type="checkbox"/> No	If the purpose of an IEP team was to consider transition services, the child was invited. Comments:	I-3, I-8
T-2	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	If the child did not attend an IEP meeting to consider his/her transition service needs, the LEA took other steps to ensure the child's preferences and interests were considered. Comments:	I-3, I-8
T-3	<input type="checkbox"/> Yes <input type="checkbox"/> No	Beginning not later than age 16, the IEP includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the student's post-secondary goals. <i>Complete T-3a. through T-3c. If the answer is "YES" for each item, check "YES." If one or more of the answers is "NO," check "NO."</i>	
T-3a	<input type="checkbox"/> Yes <input type="checkbox"/> No	Is there a measurable postsecondary goal(s) that covers education or training, employment, and, as needed, independent living? <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 addresses <i>education or training, and employment</i>, and (if needed) independent living skills, check Yes. • If one or more goals are not <i>measurable</i>, check No. • If one or more goals do not occur <i>after</i> high school, check No. • If the goals do not address <i>education or training, and employment</i>, check No. Comments:	I-8

T-3b	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Is there an annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?</p> <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> toward each of the stated postsecondary goals, check Yes. • 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> toward each of the stated postsecondary goals, check No. • 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>Comments:</p>	I-8
T-3c	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?</p> <ul style="list-style-type: none"> • Find the transition services/activities in the IEP. • If there is <i>at least one</i> transition service/activity <i>associated</i> with meeting <i>each</i> of the stated postsecondary goals, check Yes. • If there is not <i>at least one</i> transition service/activity <i>associated</i> with meeting <i>each</i> of the stated postsecondary goals, check No. • Transition services/activities may include: (a) instruction, (b) related services(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. • A single transition service associated with meeting all of the postsecondary goals may satisfy the requirement. <p>Comments:</p>	I-6, I-8

<p>T-3d</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA</p>	<p>For transition services that are likely to be provided or paid for by other agencies; with parent (or child once the age of majority is reached) consent, is there evidence that representatives of the agencies were invited to the IEP meeting?</p> <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</i>? If yes, continue with guiding question 2. If no, check NA and go to item T-3e. • Guiding Question 2: Was parent or child (once age of majority is reached) <i>consent</i> to invite the outside agency(ies) obtained? If yes, continue with guiding question 3. If the parent or child (once age of majority is reached) refused consent; or there is documentation of three good faith, but unsuccessful, attempts to obtain parent or child (once age of majority is reached) consent, check NA and go to item T-3e. • Guiding Question 3: Were the outside agencies <i>invited</i> to the student's IEP meeting to discuss transition? If yes, check Yes. If no, check No. <p>Comments:</p>	<p>I-8</p>
<p>T-3e</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Is there evidence that the postsecondary goal(s) were based on age-appropriate transition assessment?</p> <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, check Yes. • 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 interests</i> regarding <i>each</i> postsecondary goal, check No. <p>Comments:</p>	<p>I-8</p>
<p>T-3f</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Do the transition services include a course of study that focus on improving the academic and functional achievement of the student to facilitate their movement from high school to post-high school?</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), check Yes. • If the course of study <i>does not align</i> with the stated postsecondary goal(s), check No. • A direct one-to-one relationship between particular classes and each postsecondary goal is not required. <p>Comments:</p>	<p>I-8</p>