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

Is there evidence that the student was invited to the Transition IEP Team meeting where transition services were discussed?		Υ				N			
				Pos	stsecon	dary Go	al Areas		
2) Are there measurable postsecondary goals in these areas?			Education	n/Training	Emplo	mployment Independent Living			
		Υ	N	Y	N	Y	N	N/A	
a) Can the goal(s) be measured?			Υ	N	Υ	N	Y	N	N/A
b) Will the goal(s) occur after the student graduates/transitions from school?			Υ	N	Υ	N	Υ	N	N/A
			Υ	N	Υ	N	Υ	N	N/A
c) Based on the information available, does the postsecondary goal see - If 'Yes' to all 3, then circle 'Y' OR If a post-secondary goal is not state	em approped , circle	oriate 'N' fo	for this stud or 'No'	ent?					
3) Is there evidence that the measurable post-secondary goals were based upon an age-appropriate transition assessment?		Education/Training		Employment		Independent Livi		ving	
		Y N		Y N		Y N		N	
Is the use of a transition assessment(s) for the postsecondary goal(s) r	nentioned	d in th	e Transition	IEP or evide	ent in the	student's	file?		
4) Are the postsecondary goals updated annually?			Education	Employment		Independent Liv		ving	
		Υ	N	Υ	N	Υ	N		
Is there evidence that the postsecondary goals have been discussed/u	ipdated a	nd co	ntinue to be	relevant in	conjuncti	on with th	ne current IE	P?	
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5) Is there documentation regarding whether the student will pursue a high school diploma or certificate of completion?				Υ			N		
Is the discussion documented in the Transition IEP or evident in the st	udont's fil	o2							l
			F	· · ·					
6) Is (are) there measureable annual Transition IEP goal(s) that are related to the		Education/Training		Employment		Independent Liv			
student's transition services needs? Is (Are) the annual goals included in the Transition IEP that is/are related.	ad to the	otudo	Y ent's transition	N	Y	N	Υ	N	N/A
	eu to trie	Stude	into transitio	JII SEI VICES I	iccus:				
,									
b) ls/Are the goal(s) 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			wmont	Independent Living		
		Y	N	Y	N	Y	N	N/A	
			'	IN		IN	l l	IN	IN//A
Is the type of instruction, related service, community experience, development	anmant a	famn	laymant and	l other poet	aabaal a	ممنينا الباح	abiaatiwaa .	and if	
appropriate, acquisition of daily living skills, and provision of functional	•		•	•		•			
appropriate, acquisition of daily living skills, and provision of functional			iluation iiste	u III associa	. , , , ,				
o) if appropriate, is there evidence that representatives of the		41				, -			
		ation	/Training	Em	ploymer	nt	Indeper	ndent Li	
agency(ies) were invited to the Transition IEP meeting with the prior		ation. N		Em Y	ploymer N	nt N/A	Indepe	ndent Li N	
agency(ies) were invited to the Transition IEP meeting with the prior consent of the parent or student who has reached the age of			/Training N/A						ving
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?	Y	N	N/A	Y	N	N/A	Y	N	ving N/A
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a compliant Transition IEP. If one or more of the questions were rated with 'N', then circle 'N'. This is <u>not</u> a compliant Transition IEP. The LEA must take immediate and appropriate action(s) to make this student's Transition IEP compliant.