

SECONDARY TRANSITION STUDENT (16-21) IEP FILE REVIEW CHECKLIST

Revised 2023

Name of Student (Last, First): _____

Item 1	Yes	No	N/A
Student was invited to the IEP meeting.			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Pg. 70- 72

Compliant

Documentation of invitation* dated on or before the meeting date with the student’s name included in the greeting.

AND/OR

IEP documentation indicates that the student was present at the meeting.

AND/OR

Documentation of verbal invitation made prior to the date of the meeting is provided.

*Does not have to be a student-specific invitation, student can be included in parent invitation.

Non-Compliant

The team did not provide evidence the student was invited to the IEP meeting.

AND

The team did not provide evidence that the student was present at the IEP meeting.

Item 2	Yes	No	N/A
If a representative of any participating agency was invited to the IEP meeting, written consent was obtained from parents prior to issuing the invitation.			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Pg. 88- 89

Compliant

If a representative from an outside agency attended the actual meeting, the team has included documentation of consent provided prior to the meeting.

OR

The team indicated that outside agency was not invited.

Non-Compliant

A representative from an outside agency attended the meeting, but the team did not provide documentation of consent given prior to the meeting.

Item 3	Yes	No	N/A
Postsecondary Goals show a clear relationship to information gathered through age-appropriate assessment(s) in transition.			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Pg. 87- 90

Compliant

The *Individualized Education Program* indicates at least one formal OR informal assessment was completed during the current IEP year.

Non-Compliant

No new formal or informal assessments were completed.

OR

Assessments completed or reported are from a previous IEP year.

Item 4	Yes	No	N/A
IEP includes current level of performance for postsecondary goals and transition services.			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Pg. 74- 76

Compliant

The transition IEP includes information from each of the following areas regarding the student’s:

- Strengths
- Needs
- Preferences

Interests

Non-Compliant

The transition IEP does not include information from one or more of the following areas regarding the student’s:

- Strengths
- Needs
- Preferences
- Interests

Item 5	Yes	No	N/A
IEP includes appropriate measurable postsecondary goals covering postsecondary education and training, employment and, as needed, independent living. All students must have <u>two</u> and may have up to <u>four</u> postsecondary goals.			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Pg. 71- 74 and 84- 88

Compliant

Includes at least one measurable goal for:

- Postsecondary Education and Training
- AND
- Employment

Each goal:

- Is phrased to be completed within one year of graduation

AND

Has a connection to transition assessment results/summary

Non-Compliant

The IEP does not include appropriate, measurable postsecondary goals.

Examples include:

- Postsecondary education and training goal is missing
- Employment goal is missing
- The goal is phrased to occur while the student is still in high school
- There isn’t a connection to transition assessment results/summary

Item 6	Yes	No	N/A
The IEP includes transition activities (services) that will reasonably enable the student to meet his or her identified Postsecondary goals. Please see criteria checklist below:			

<input type="checkbox"/> Postsecondary Education & Training (required)	<input type="checkbox"/> Employment (required)	<input type="checkbox"/> Community Participation (required)	<input type="checkbox"/> Adult Services <input type="checkbox"/> N/A	<input type="checkbox"/> Related Services <input type="checkbox"/> N/A	<input type="checkbox"/> Independent Living <input type="checkbox"/> N/A
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SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Pg. 87- 88

Compliant

The transition activity includes a measurable activity that matches the identified domain.

AND

Team considered activities for the areas of Independent Living, Related Services, and Adult Services (based on team decision these areas CAN BE marked not applicable (N/A))

Non-Compliant

Activities listed under the domain are not measurable or do not match the domain.

OR

The team did not include activities for all required areas.

Item 7	Yes	No	N/A
IEP includes a course of study (embedded or attached) the student will follow to reach their postsecondary goals.			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Pg. 84- 88 and Pg. 105

Compliant

Multi-year (9-12th)* description of coursework is included.

AND

A basic listing of credits earned and/or anticipated is addressed via the course of study OR a course and credit review report is attached to the IEP.

Non-Compliant

The team has not updated the description of coursework, credits earned and/or anticipated OR no course and credit review report is attached to the IEP.

OR

Only Idaho graduation standards are referenced rather than specific courses.

*If student is participating beyond 12th grade, the 18-21 section is required.

Item 8	Yes	No	N/A
Annual IEP goal(s) assist the student in reaching their identified postsecondary goals.			

SDE & Idaho SESTA Resources: 2018 Idaho Special Education Manual, Pg. 73- 81

Compliant

For **each** annual goal the team has answered the questions:

- **What** postsecondary goals are addressed in this annual goal?

AND

How does this annual goal progress the student toward attaining postsecondary goals?

Non-Compliant

The team has not answered both questions for each goal.