

NSTTAC Indicator 13 Checklist- Aiken County Public Schools

Student Name: _____ DOB: _____

School: _____ Case Manager: _____

IEP Date: _____ **Initial IEP Annual Review Special Review** (circle one)

Postsecondary Goals

Education /Training Employment Independent Living

1. Is there an appropriate measurable postsecondary goal for education/training <u>AND</u> employment? If needed, is there an appropriate measurable postsecondary goal for independent living?	Y N	Y N	Y N NA
Are the goals measurable <u>AND</u> occur <i>after</i> the student exits from school? Based on the data documented in this IEP, are the postsecondary goals attainable for this student?			
2. Are the postsecondary goals updated annually?	Y N	Y N	Y N NA
The postsecondary goals addressed were reviewed and updated in conjunction with the development of the current IEP			
3. Is there evidence that the measurable postsecondary goals were based on an <u>age appropriate</u> transition assessments?	Y N	Y N	Y N NA
Recent transition assessments for the postsecondary goals were conducted and are stated in the PLAAFP of the IEP At least 2 age appropriate transition assessments (with findings of deficits) are stated in the PLAAFP			
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	Y N	Y N	Y N NA
Is a type of <i>instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation</i> listed in association with meeting the postsecondary goals? (See Transition Resource guide for a list of transition services)			
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	Y N	Y N	Y N NA
Transition services include courses of study and a Career Cluster that align with the student's postsecondary goals			
6. Are there annual IEP goals related to the student's transition services needs?	Y N	Y N	Y N NA
Annual goals must be designed to confer educational benefit, be ambitious for the student, yet be obtainable within 1 yr.			
7. Is there evidence that the student was invited to the IEP Team meeting?	Y N		
There must be documentation in the IEP that the student was invited to attend his/her IEP Team meeting. This is evidenced by the student's signature on both the Parent/Student Response Form and the IEP signature page.			
8. Is there evidence that a representative of any participating agency was invited to the IEP Team meeting?	Y N NA		
<ol style="list-style-type: none"> 1. Prior to the meeting, consent was obtained from the parent (or student, for a student the age of majority) date to invite outside agency (consent form can be found on district website and must be obtained annually). 2. There is evidence in the IEP that representatives of outside agencies/services were invited to participate in the IEP development [including but not limited to: <i>postsecondary education, vocational rehabilitation, integrated employment (including supported employment), adult services, independent living or community participation</i>]. 3. If parent or individual student refused to provide consent, document your attempts and circle NA 			
Does the IEP meet ALL of the requirements of Indicator 13? (Circle one) YES NO			
<ol style="list-style-type: none"> 1. If there is even one No circled then the IEP must be reconvened immediately to bring the IEP into compliance with IDEA. 2. Once the IEP is deemed to be in compliance by the Case Manager and SPED Coordinator, send this signed checklist and all original IEP documentation to the Department of Special programs in Brookhaven for filing. 			

Case Manager: _____ Coordinator: _____