**For Schools and Districts using the new IEP:**

**INSTRUCTIONS FOR COMPLETING THE MASSACHUSETTS POSTSECONDARY TRANSITION PLANNING CHECKLIST**

**FOR INDICATOR 13**

IDEA 2004 and Massachusetts law require that transition planning occur for students aged 14-21 with IEPs. Federal law requires Massachusetts to collect data on Secondary Transition using Indicator 13. During this data collection, your district will use the *Massachusetts Postsecondary Transition Planning Checklist for Indicator 13* to analyze 35 student records that reasonably represent a cross-section of disabilities, ages, and special education placements for evidence of appropriate secondary transition planning. Please complete one checklist for each student being reviewed.

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| **Question 1** | Review the transition planning sections of the IEP beginning on page 7. If these sections are not complete and updated, answer NO. |
| **Question 2** | Enter the date of the most recent IEP. |
| **Question 3** | Examine the vision statements on the IEP. Does the student’s vision statement articulate what the student hopes to achieve after leaving secondary school? These desired outcomes, which should be phrased as postsecondary goals in the vision statement, should be measurable (i.e. countable) and should express the student’s future intentions in each of the areas of education/training, employment, and – if appropriate – independent living.  Indicate YES or NO. See *Massachusetts Postsecondary Transition Planning: Goals Example Sheet* for examples of appropriate measurable postsecondary goals. |
| **Question 3a** | * If the answer to Question 3 is NO, please select NA. * If the answer to Question 3 is YES but this is the first time Transition Planning was completed for the student at age 13 or 14, please select NA. * If the answer to Question 3 is YES and if the student’s postsecondary goals in the vision statement have been updated since the previous year’s IEP, please select YES. |
| **Question 3b** | * If the answer to Question 3 is NO, please select NA. * If the answer to Question 3 is YES, examine available information such as the student’s file, teacher notes, and the student’s IEP, especially Present Levels of Academic Achievement and Functional Performance: Academics, Behavioral/Social/Emotional, Communication, and Additional Areas, and State and/or District-Wide Assessment/Alternate Assessment. If the student’s desired postsecondary outcomes in the vision statement have been based on age-appropriate transition assessments, please select YES.   See *Massachusetts Postsecondary Transition Planning: Transition Assessments Example Sheet* for a list of possible transition assessments. |
| **Question 4** | Examine the student’s IEP, including Service Delivery (IEP page 13) and Additional Information (IEP page 16). Also examine the student’s transcript and current schedule. The student’s services should include services reasonably calculated to enable the student to attain his/her postsecondary goals. Do the student’s transition services include services and courses of study that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school life? Indicate YES or NO. See *Massachusetts Postsecondary Transition Planning: Goals Example Sheet* for a definition of “transition services.” |
| **Question 5** | Examine the student’s IEP, especially Present Levels of Academic Achievement and Functional Performance/Measurable Annual Goals (IEP pages 3-6, 12). Does the student’s IEP include measurable (i.e. countable) annual (i.e. taking one year to accomplish) goals that address the student’s disability-related needs in the area of transition? There should be a clear relationship between the desired outcomes in the vision statement and the skill-based IEP goals necessary to assist the student to attain that vision.  Indicate YES or NO. For examples of measurable annual skill-based IEP goals, see *Massachusetts Postsecondary Transition Planning: Goals Example Sheet*. |
| **Question 6** | Is there evidence that the student was invited to the IEP team meeting? Check the invitation and attendance sheet for student name. Please note that this question does not ask if the student actually attended the IEP meeting; a student might not attend for many reasons. If the student was invited, please answer YES. |
| **Question 7** | To assist with answering Question 7, check the “Community and Interagency Connections” (IEP pages 8-9)   * If it is too early to determine if the student will need outside agency involvement, please answer NA. * If parent or student did not give prior consent to invite an agency, please answer NA. * If it was not appropriate to invite a representative of an agency to attend the IEP team meeting, please answer NA. * If it was appropriate to invite a representative of an agency to the IEP team meeting, yet none was invited, please answer NO. * If a representative of an agency was invited to the IEP team meeting, please answer YES. Note that this question does not ask if the agency actually attended the IEP meeting; an agency might not attend for many reasons. |
| **Notes** | Use this section to indicate any extenuating circumstances or other pertinent information. Please be specific. |
| **Typed Name** | Enter name of the person completing the *Postsecondary Transition Planning Checklist for Indicator 13*. This person should understand the Transition process. |
| **Role** | Indicate the role of the person completing the *Postsecondary Transition Planning Checklist for Indicator 13*. |