

West Virginia Indicator 13 Checklist

Self-Assessment for Special Educators



Student Name: _____ Reviewer Name: _____

Monitoring Criteria	Yes	No
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IEP Updated Annually

Is there evidence that the IEP has been updated within 365 days?

Transition Assessment Results and Summary (TR1)

- A. Is there evidence that one or more secondary transition assessments were given to the student between the ages of 14-21?
- B. Are the secondary transition data documented in the Assessment section of the IEP with the name, date and summary of the results?

Outside Agencies (TR2)

- A. Did the IEP team determine that **no** outside agency was necessary, and the N/A box is checked for both parent permission and agency invite? If Yes, skip item B below and move to Student Input section. N/A
- B. Did the parent or adult student give permission to invite an outside agency, and was the agency invited to the IEP meeting? ... **OR** ... There was no permission, and the agency was NOT invited. **NOTE:** To be compliant, the online IEP check boxes for parent consent and invitation to agencies **MUST be the same** (either Yes/Yes or No/No).

Student Input (TR3)

- A. Is there evidence that the student was invited to and participated in the current IEP Team meeting where transition goals and services were discussed?
- B. Is there evidence that the Student Preferences – Transition Considerations section was completed?

Courses of Study (TR4)

- A. Does the Courses of Study section clearly list **previous and current courses** (from the PEP) OR if student is still in middle school is there a statement about student completing required middle school curriculum?
- B. Is there a clear rationale for student courses to show alignment with the student's post-secondary goals?

Post-secondary Education/Training Goal (TR5) (required):

- A. Is this goal about EDUCATION/TRAINING (includes college, tech, and on-the-job or life skills training)?
- B. Does the goal include: a timeline (e.g., After graduation or After high school), is specific (what they will study or be trained in), and is **based on results of secondary transition assessments**.

Post-secondary Employment Goal (TR6) (required):

- A. Is this goal about EMPLOYMENT (includes future career and is not a summer job or a temporary job)?
- B. Does the goal include: a timeline (e.g., After graduation or After high school), is specific (what career they will have), and is **based on results of secondary transition assessments**.

Post-secondary Independent Living Goal (TR7) (when appropriate):

- A. Does this goal have evidence that the team discussed the appropriateness for the student (e.g. not blank)? If No move to next section. If Yes, answer B **or** C below.
- B. Does this goal include: a timeline (e.g., After graduation or After high school), is specific, with consideration given to the student's need to develop skills that will enable them to live as independently as possible... **OR** ...
- C. Does this goal include a statement such as: The IEP Team determined that independent living goals are not appropriate at this time OR not applicable at this time OR N/A?

Transition Services and Coordinated Activities (TR8)

- A. Are there transition services in the IEP that will be delivered by the school during the IEP timeframe and will reasonably enable the student to meet his or her post-secondary goals?
- B. Is there at least one activity checked that supports an annual transition goal?

Annual Transition Goal (TR9)

- A. Is the annual transition goal written to support the student in meeting their post-secondary goals?
- B. Is there a general or transition PLEP that is aligned to the annual transition goal?

Does the Secondary Transition Plan in the IEP meet the requirements for Indicator 13?

Yes = all responses are Yes

No = if one or more responses are No. If not compliant, the IEP must be corrected via a targeted review or amendment.

Contact Information

For additional information, please contact Tonya Rutkowski, WVDE Coordinator at tonya.rutkowski@k12.wv.us.