

## Indicator #13 Compliance Checklist for CSE

**Student Name:** \_\_\_\_\_ **Case Manager:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Issue	Look for <u>WRITTEN</u> evidence of...	Y/N
Under the student's present levels of performance, the IEP includes a statement of the student's needs, taking into account the student's strengths, preferences and interests, as they relate to transition from school to post-school activities.	<ul style="list-style-type: none"> <li>In the PLPs, are there statements regarding how the student's disability may impact their post-school goals? What skills do they lack because of the disability and what needs does it create? How will the student compensate for those needs in order to achieve their post-school goals?</li> </ul>	
The IEP includes appropriate measurable post-secondary goals based upon age appropriate transition assessments relating to training, education, employment and, where appropriate, independent living skills.	<ul style="list-style-type: none"> <li>Written for life <b>AFTER</b> high school</li> <li>Written using "Student will..." statements</li> <li>A statement for <b>EACH</b> of the following areas:               <ul style="list-style-type: none"> <li>➤ Education/Training</li> <li>➤ Employment</li> <li>➤ Independent Living</li> </ul> </li> </ul>	
The IEP lists measurable annual goals related to the student's transition services needs.	<ul style="list-style-type: none"> <li>Measurable annual goals with criteria, schedule and procedure based on a skill need identified in the PLP that incrementally assists student to achieve their post-school goals</li> </ul>	
The IEP includes a statement of the transition service needs of the student that focuses on the student's courses of study such as participation in advance placement courses or a vocational education program.	<ul style="list-style-type: none"> <li>Course of study identified in the IEP under Transition Needs</li> <li>Include courses relating to transition needs of the student that prepare the student to achieve annual goals relating to transition to reach his or her projected postsecondary goals</li> </ul>	
The IEP includes needed activities to facilitate the student's movement from school to post-school activities, including: <ul style="list-style-type: none"> <li>✓ instruction,</li> <li>✓ related services,</li> <li>✓ community experiences,</li> <li>✓ the development of employment and other post-school adult living objectives, and</li> <li>✓ when appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Activities address transition needs identified in the PLPs which are different from non-disabled peers</li> <li><b>ALL</b> areas must be addressed (the CSE can indicate through a statement that the student has no needs in a particular area at this time)</li> </ul>	
The IEP includes a statement of the responsibilities of the school district and, when applicable, participating agencies for the provision of such services and activities that promote movement from school to post school opportunities, or both, before the student leaves the school setting.	<ul style="list-style-type: none"> <li>Job title of school/agency personnel providing service is listed</li> <li><b>RCSD</b></li> </ul>	
If the purpose of a CSE meeting is to consider the post-secondary goals for the student and the transition service needed to assist the student in reaching those goals, the school district invites the student. If the student does not attend, the district takes steps to ensure that the student's preferences and interests are considered.	<ul style="list-style-type: none"> <li>Evidence that the student was invited to CSE meeting (file a copy)</li> <li>Student attends/participates in the development of the IEP</li> <li>PLP indicates preferences/ interests using student's voice</li> <li>Student's voice is evident in the PLPs</li> </ul>	
To the extent appropriate and with parental consent or consent of a student 18 years of age or older, the school district invites a representative of any participating agency that is likely to be responsible for providing or paying for transition services. If an agency invited to send a representative to a meeting does not do so, the district takes steps to involve the other agency in the planning of any transition services.	<ul style="list-style-type: none"> <li>Parents/students over 18 were asked for consent to invite participating agency representatives.</li> <li>Where consent was received, the representative(s) of participating agencies were invited to the meeting</li> </ul>	