SCHOOL DISTRICT SELF-REVIEW
MONITORING PROTOCOL

SECONDARY TRANSITION INDIVIDUALIZED EDUCATION PROGRAM (IEP) REVIEW FOR STUDENTS WITH DISABILITIES

New York State Education Department
Office of Vocational and Educational Services for Individuals with Disabilities
Special Education Quality Assurance
16th Floor • One Commerce Plaza
Albany, NY 12234

SELF-REVIEW MONITORING PROTOCOL
SECONDARY TRANSITION
INDIVIDUALIZED EDUCATION PROGRAM (IEP) REVIEW
State Performance Plan Indicator #13

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SELF-REVIEW MONITORING PROTOCOL

SECONDARY TRANSITION INDIVIDUALIZED EDUCATION PROGRAM (IEP) REVIEW

State Performance Plan Indicator #13

I. Overview of Self-Review Requirements

Indicator 13 of the State Performance Plan (SPP) requires the State to annually report the percentage of youth aged 15 and above with IEPs that include coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet measurable post-secondary goals.

The federally required measure has been selected to focus attention on how a student's education program can be planned to assist the student to make a successful transition to his or her post-secondary goals for living, further education and employment and to help reduce the number of students with disabilities that drop out of school. Effective transition planning requires that the Committee on Special Education (CSE), including the student and student's parents, select the instruction and the career and educational experiences to motivate the student to complete his or her education and prepare the student for transition from secondary education to post-secondary life.

The State will report this information based on data from a representative sample of school districts throughout the State. SED has chosen to collect these data through a self-review monitoring process. Beginning with the 2005-06 school year, one-sixth of the school districts in the State must complete and report the results from the "Self-Review Monitoring Protocol: Secondary Transition IEP Review for Students with Disabilities."

II. Timelines for Completion of the Transition Self-Review

The results of the "Secondary Transition IEP Review for Students with Disabilities" must be reported to SED by **August 31.**

It is recommended that the CSE review this document prior to annual reviews to ensure that transition services recommended on each student's IEP are in compliance with these review criteria.

III. Directions for Conducting the Self-Review

The "Secondary Transition IEP Review for Students with Disabilities" is a focused self-review of the content of the school district's IEPs with respect to transition planning and services. The review focuses on requirements in the following areas:

- Participation of the student in transition planning
- Post-secondary goals

- Present levels of performance and transition needs
- Annual goals
- Transition activities
- Statement of responsibilities of the school district and participating agencies

The review of IEPs requires a determination as to whether the IEP includes the specific transition content information and whether the content of the IEP would reasonably enable the student to meet measurable post-secondary goals. Therefore, this requires a qualitative review of IEPs. As such, the team that is selected to conduct the self-review should consider the following quality indicators in the review process:

- Students actively participate in planning their educational programs leading toward achievement of post-secondary goals.
- IEPs are individualized and are based on the assessment information about the students, including individual needs, preferences, interests and strengths of the student.
- Transition needs identified in the students' assessment information are included in the students' present levels of performance.
- Annual goals address students' transition needs identified in the present levels of performance and are calculated to help each student progress incrementally toward the attainment of the post-secondary goals.
- The recommended special education programs and services will assist the students to meet their annual goals relating to transition.
- The statements of needed transition services are developed in consideration of the students' needs, preferences and interests, are directly related to the students' goals beyond secondary education and will assist the students to reach their post-secondary goals.
- Courses of study are linked to attainment of the students' post-secondary goals.
- The school district as well as appropriate participating agencies coordinate their activities in support of the students' attainment of post-secondary goals.

Prior to beginning the review, it is strongly recommended that the team avail itself of technical assistance available through the regional Transition Coordination Site to increase their awareness of effective practices and possible improvement strategies for the topics under review. Transition Coordination Sites are listed on the web at www.vesid.nysed.gov/specialed/transition/tcslist.htm.

Selecting a sample of records to be reviewed.

The IEPs to be reviewed must be selected from the IEPs in effect for all students with disabilities who are aged 15-21 during the school year in which the district is designated to report and for whom the school district is responsible for CSE planning, including students provided special education services in district-operated programs, programs

operated by a board of cooperative educational services (BOCES) and approved private programs.

- School districts with 30 or fewer students in the total population of students with disabilities aged 15-21 will review all IEPs of this target population.
- School districts with more than 30 students in the total population of students with disabilities aged 15-21 will review a random selection of a minimum of 30 IEPs.
- New York City will randomly select and review a minimum of 100 students' IEPs annually.

The random selection of IEPs ensures that the data collected is representative of every eligible student across the age span of 15-21, including their disability classification, placement, race/ethnicity and other characteristics. To select a random sample, districts should select and use a random number table provided on-line at www.vesid.nysed.gov/sedcar/randomno.htm.

Attachment 1 is a checklist of key steps for completing this self-review. Three forms (Attachments 2, 3 and 4) are completed as part of this self-review monitoring process:

- **School District Self-Review Monitoring Protocol** (Attachment 2). Attachment 2 establishes the protocol to conduct the self-review. The protocol specifies the regulatory requirements relating to Indicator #13, indicates the documentation that must be reviewed and identifies information to look for in reviewing that documentation for evidence of compliance. Attachment 2 is the form on which the district must document its compliance findings in detail and identify, for self-correction purposes, any corrective action and improvement activities needed to address compliance issues. Attachment 2 is not submitted to SED, but should be used to guide district steps to self-correct compliance issues.

- **Individual Student Record Review Form** (Attachment 3). Attachment 3 guides the collection of information from each student's record. Using Attachment 3, a determination must be made whether the regulatory requirement was or was not met by the IEP for each individual student. The School District Self-Review Monitoring Protocol (Attachment 2) should be referenced in determining what documentation in a student's record must be reviewed and information to look for in the review of that documentation. One Attachment 3 form should be completed separately for each IEP reviewed. The set of Attachment 3 forms are not submitted to SED, but are collectively used to determine compliance and kept by the district as documentation.

- **Secondary Transition IEP Self-Review Monitoring Report** (Attachment 4). Attachment 4 is a sample of the electronic reporting form the school district will complete to document the results of the district's self-review to SED. The district will report the number of student IEPs that contain appropriate transition content, and for each regulatory requirement, the district will document its findings of compliance or noncompliance. **The data from Attachment 4 must be submitted electronically to SED by August 31.**

IV. Identification of Noncompliance/Compliance

Number of youth with IEPs containing appropriate transition content

- For an IEP to be considered in compliance, "yes" must be checked for every citation/issue on Attachment 3 that corresponds to that IEP.

Identification of compliance/noncompliance by regulation

- For each citation/issue, where less than 90 percent of the IEPs reviewed are in compliance, noncompliance must be indicated on the Self-Review Protocol.
- If the school district has instances of compliance that are 90 percent or greater, then the district must ensure that it addresses the instances of noncompliance. However, for purposes of State reporting, that citation/issue would be reported as being in compliance.

V. Report to the State Education Department (SED)

The only documentation to be submitted to SED is data from the Secondary Transition IEP Self-Review Monitoring Report (Attachment 4). This report must be submitted electronically. To complete this form, go to http://pd.nysed.gov, log on using the same user id and password as assigned for PD data submissions. Click on: Secondary Transition IEP Self-Review Monitoring Report and follow the directions for completion and submission. The district should **NOT** submit to SED any of the other forms completed during the self-review unless requested by SED.

Pursuant to the New York State Archives and Records Administration Records Retention and Disposition Schedule ED-1, the school district must maintain complete documentation of its review for a period of **seven years**. This documentation is subject to review by SED and therefore should be maintained in an easily retrievable and organized manner.

VI. SED Review of Self-Review Monitoring Report

SED will review the electronically submitted data from the Self-Review Monitoring Report (Attachment 4) and respond as follows:

- If the school district reports to SED that, based on its self-review, the district has not identified any compliance issues relating to its IEPs and transition services, SED will arrange for a review of that determination.

- If the school district reports to SED that, based on its self-review, the district has one or more compliance issues, SED will notify the district that it must correct all instances of noncompliance as soon as possible, but not later than one year from the identification of the issues (i.e., date reported to SED). SED will provide periodic notifications to the school district to ensure correction of noncompliance within a year.

VII. Correction of Noncompliance

Year 1 – Self Identification and Correction

If the school district identifies that the IEPs of youth aged 15 and older do not include coordinated, measurable annual IEP goals and transition services that will reasonably enable the students to meet their measurable post-secondary goals, the school district must:

- report to SED issues of noncompliance found through the self-review process;
- document on the self-review protocol the steps the school district will take (i.e., corrective actions and improvement activities) to correct findings on noncompliance. This improvement plan is not submitted to SED but must be maintained with the self-review documentation.
- correct all instances of noncompliance immediately, but not later than 12 months from the date of the report submitted to SED; and
- provide an assurance and documentation to SED that the school district has corrected all issues of noncompliance within one year from the date reported to SED. (Further information on this documentation will be provided to individual districts based on compliance findings.)

SED may determine, based on the nature and extent of the findings in the report submitted by the school district to SED and/or the verification of that report that a school district is in need of assistance, in need of intervention or in need of substantial intervention.

Identification as a "School District in Need of Assistance" for two consecutive years:

If a school district is identified as a "school district in need of assistance" for two consecutive years, SED must take one or more of the following actions:

- conduct a monitoring review of the school district's policies, procedures and practices;
- require the school district to obtain technical assistance;
- direct the school district's use of IDEA funds; and/or
- impose special conditions on the school district's use of IDEA funds.

Identification as a "School District in Need of Intervention" for three consecutive years:

If a school district is identified as a "school district in need of intervention" for three consecutive years, SED must take one or more of the following actions:

- any of the actions described above;
- require the school district to prepare a corrective action plan or improvement plan;
- direct a portion of the school district's use of IDEA funds; and/or
- impose special conditions on the school district's use of IDEA funds.

Identification as a "School District in Need of Substantial Intervention"

- If the State determines that a school district needs substantial intervention in implementing the requirements or that there is substantial failure to comply with the requirements, the State may take other actions, including withholding in whole or part a portion of the school district's IDEA Part B funds.

VIII. Technical Assistance Resources

For technical assistance relating to transition planning, you may contact the Regional Transition Coordination Site, Special Education Quality Assurance (SEQA) Regional Office, and/or the Special Education Training and Resource Center (SETRC). Contact information is found at the following web sites.

- Transition Coordination Sites
  http://www.vesid.nysed.gov/specialed/transition/tcslist.htm

- Special Education Quality Assurance
  http://www.vesid.nysed.gov/specialed/quality/home.html

- Special Education Training and Resource Centers
  http://www.vesid.nysed.gov/lsn/setrc.htm

Other sources of technical assistance include:

- Transition Web Site
  http://www.vesid.nysed.gov/specialed/transition/home.html

- Sample IEP and Guidance Document (under revision)
  http://www.vesid.nysed.gov/specialed/publications/policy/iep/home.html

- State Performance Plan
  http://www.vesid.nysed.gov/specialed/spp/home.html

- Frequently Asked Questions
  http://www.vesid.nysed.gov/specialed/spp/13faqs.htm

IX. Questions

Questions regarding the "Secondary Transition IEP Review for Students with Disabilities" may be directed to vesidspe@mail.nysed.gov with the subject line *SPP #13 – Transition Self-Review*, Special Education Policy at (518) 473-2878 or to the Special Education Quality Assurance Regional Offices at www.vesid.nysed.gov/specialed/quality/qaoffices.htm.

Checklist to Complete the Transition Self-Review

Activity	Recommendations and Required Components of the Review
School superintendent or designee selects the team members to conduct the self-review.	• Identify a team leader for the review process. • Select a review team. Team members may include a director of special education, school principal, special education teacher, general education teacher, parent of a student with a disability, CSE chairperson or a school psychologist. • To provide objectivity and to benefit from technical assistance during the review process, it is recommended that the district invite someone from outside the district such as the Regional Transition Site Coordinator to participate in the self-review.
Conduct an initial meeting of the review team to discuss timelines for the review and the process to review and collect the required information.	• Assign staff responsible to: o Identify the sample of students. o Complete the student record reviews. • It is recommended that at least two staff review each student's record to enhance validity and reliability of the review findings. • Identify the process to complete the review and due dates. • Establish meeting dates to review the results.
Identify sources of data and information that must be reviewed.	• Each section of the self-review protocol identifies specific documentation on the student's IEPs that must be reviewed.
Select a sample of student records to be reviewed.	• Select the sample of IEPs to review from all students with disabilities aged 15-21 who are provided special education services in district-operated programs or under contract with other service providers during the school year in which the district is designated to report.
Complete the Individual Student Record Review Form (Attachment 3) for each student.	• Referencing Attachment 2 for guidance, review IEPs and record findings for each student's IEP on the Individual Student Record Review (Attachment 3).
Transfer Data to Self-Review Monitoring Protocol (Attachment 2).	• Assign one individual to transfer data from all of the Individual Student Record Reviews (Attachment 3) onto the Self-Review Monitoring Protocol (Attachment 2).

Activity	Recommendations and Required Components of the Review
Convene a meeting of the review team to discuss the findings.	• Upon completion of the review of documentation, the team must document whether the district's secondary transition IEPs are in or are not in compliance with State requirements.
Analyze the data to identify the specific nature and extent of the areas in need of improvement.	• Question and probe data to determine relevant factors relating to the issues with the IEP (e.g., assessment information is not being included in Present Levels of Performance; Post-secondary Goals not measurable; Coordinated Set of Activities not tied to student needs, etc.). • Go back to the Self-Review Monitoring Protocol (Attachment 2) to summarize the findings: o Document compliance and noncompliance. o Describe the specific details of noncompliance. o Identify what must be corrected and how it will be corrected. o Set a timetable for correction. o Identify and document improvement activities (e.g., staff development) to be used by the district to correct noncompliance. o This improvement plan is not submitted to SED but must be maintained with the self-review documentation. o All noncompliance must be corrected no later than one year from the date of identification.
Submit data from the signed Self-Review Monitoring Report (Attachment 4) to SED.	**By: August 31** Manner of submission: Electronic. To submit data from this form, go to http://pd.nysed.gov. The Superintendent or Chief School Officer of the school district must verify that the report to be submitted electronically to SED provides accurate data and information. Print the Report after submitting to SED for record-keeping purposes.

Maintain all documentation used to complete the self-review for seven years. Records should be retained in an organized and easily retrievable format. All documentation is subject to SED review.

SCHOOL DISTRICT SELF-REVIEW MONITORING PROTOCOL
SECONDARY TRANSITION IEP REVIEW FOR STUDENTS WITH DISABILITIES

School District: _____

Form completed by: (Name/Title) _____

Telephone/Email: _____

Date review completed: _____

Purpose of the Review:

To determine the percentage of youth aged 15 and older with individualized education programs (IEPs) that include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their measurable post-secondary goals.

Team members participating in the self-review [indicate name(s) and title(s)]:

_____ _____

_____ _____

_____ _____

DIRECTIONS

This form establishes the protocol to conduct the Secondary Transition Individualized Education Program (IEP) Self-Review, as required to address Indicator #13 of the State Performance Plan. The district must conduct a review of IEPs to determine the percentage of youth aged 15 and above with IEPs that include coordinated, measurable annual IEP goals and transition services that will reasonably enable students to meet measurable post-secondary goals.

Areas to be reviewed. The review focuses on requirements in the following areas:

- Participation of the student in transition planning
- Post-secondary goals
- Present levels of performance and transition needs
- Annual goals
- Transition activities
- Statement of responsibilities of the school district and participating agencies

Citation and Issue: Regulatory requirements that are determined by SED to be most closely related to the indicator under review.

Documentation and Evidence: For each area to be reviewed, the protocol provides a specific list of documentation (information to look at) and evidence (information to look for) that must be considered in reviewing each IEP in the review sample.

Number and Percentage of Compliance Based on Record Reviews: Upon completion of the individual record reviews, document the number of student IEPs found in compliance for each citation. In the next column, calculate the percentage of compliance by dividing the total number of IEPs found in compliance by the total number of IEPs reviewed and document the percentage found.

Determination of Compliance: Y (Yes) or N (No). The notation of Y indicates that the district is in compliance with the specific regulatory requirement. The notation of N indicates that the district is not in compliance with the regulatory requirement. Instances of compliance noted for fewer than 90 percent of the IEPs reviewed must be indicated as noncompliance. The team should carefully review all findings from all the documentation and evidence to make its determination of compliance for each citation.

Findings: This page is to be used by the school district to document the review team's findings and to identify any improvement activities necessary to correct identified compliance issues.

I. **Transition Service Needs, Measurable Post-secondary Goals and Annual Goals.** The IEPs of secondary students with disabilities aged 15 and older must include measurable post-secondary goals based on appropriate assessment information about student strengths, needs, preferences, and interests as these pertain to post-secondary transition. The student's post-secondary goals, present levels of performance and transition needs form the basis for the identification of annual goals, courses of instruction and transition services to incrementally assist the student to achieve his/her post-secondary goals. The annual goals are based on the student's present levels of performance and incrementally prepare the student to achieve his/her post-secondary goals.

Citation	Issue	Total # IEPs in Compliance (Checked 'yes')	Percentage in Compliance (total # IEPs in compliance divided by total # of IEPs reviewed)	Determination of Compliance	
				Y	N
8 NYCRR §200.4(d)(4)(i)(c)	When the CSE met to consider transition service needs, the school district invited the student. If the student did not attend, the district ensured that the student's preferences and interests were considered.				
8 NYCRR §200.4(d)(2)(ix)(a)	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.				
8 NYCRR §200.4(d)(2)(ix)(b)	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.				
8 NYCRR §200.4(d)(2)(iii)	Each IEP includes measurable annual goals consistent with the student's needs and abilities, including (if applicable) benchmarks or short-term objectives.				

Documentation	Evidence
Look at: IEPs: • Post-secondary goals • Present levels of performance • Annual goals • Short-term instructional objectives and benchmarks, as appropriate	**Look for evidence of:** • Direct student involvement in determining preferences and interests, transition needs and post-secondary goals. • Present levels of performance indicate the student's strengths, preferences and interests. • Present levels of performance identify the student's needs relating to transition. • Post-secondary goal statements include goals relating to training, education, employment and independent living. • Post-secondary goals are measurable (i.e., observable). • Post-secondary goals are based on age-appropriate assessment information. • Annual goals are recommended that would incrementally help the student to achieve his/her post-secondary goals. • Goals are not the same on all IEPs but are unique to the individual.

Transition Service Needs, Measurable Post-secondary Goals and Annual Goals

Findings	
Description of specific details of noncompliance in policy, procedures and practices:	**Corrective action required:** **Improvement activities recommended:**

II. **Transition Services.** The IEPs of secondary students with disabilities aged 15 and older must include recommendations for special education programs and services and transition activities that are coordinated and will reasonably enable the students to meet their measurable post-secondary goals.

Citation	Issue	Total # IEPs in Compliance (Checked 'yes')	Percentage in Compliance	Determination of Compliance	
				Y	N
8 NYCRR §200.4(d)(2)(ix)(c)	The IEP includes a statement of the transition service needs of the student that focuses on the student's courses of study.				
8 NYCRR §200.4(d)(2)(v)	The IEP indicates the recommended special education program and services to advance appropriately toward meeting the annual goals relating to transition needs.				
8 NYCRR §200.4(d)(2)(ix)(d)	The IEP includes needed activities to facilitate the student's movement from school to post-school activities, including: ✓ instruction,				
	✓ related services,				
	✓ community experiences,				
	✓ the development of employment and other post-school adult living objectives, and				
	✓ when appropriate, acquisition of daily living skills and functional vocational evaluation.				
8 NYCRR §200.4(d)(2)(ix)(e)	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.				

Documentation	Evidence
Look at: IEP content including: • Present levels of academic achievement, functional performance and individual needs • Post-secondary goals • Annual goals • Recommended special education programs and services • Coordinated set of transition activities	**Look for evidence of:** • Courses of study including career and technical education or other career development. • An observable relationship among the present levels of performance, transition needs and post-secondary goals, annual goals, recommended special education programs and the coordinated set of activities recommended for the student. • Needed activities identified for each of the six areas (instruction, related services, community experiences, development of employment and other post-school living objectives and acquisition of daily living skills and functional vocational evaluations, when appropriate). • Clear indication that the participating agency responsible to provide the recommended activity participated in the planning process. • Coordination between school district activities and those of participating agencies is designed to help the student incrementally work toward attainment of the post-secondary goals.

Recommended Special Education Program and Services and Transition Activities

Findings	
Description of specific details of noncompliance in policy, procedures and practices:	**Corrective action required:** **Improvement activities recommended:**

Individual Student Record Review Form

School District: _____

Building: _____

Person Completing Form: _____

Date of Record Review: _____

Student Name/ID:	DOB:
School/Grade/Program:	Classification:
Diploma Anticipated:	Gender:

Directions:

This form is designed to assist the team in compiling documentation of compliance findings. It must be kept on file by the school district and is not submitted to SED unless requested.

Individual student records must be reviewed for evidence that the IEP includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet his/her measurable post-secondary goals. Each compliance issue must have a notation for each student record reviewed.

- Indicate "Y" (yes) in the column if the item is present and meets compliance.
- Indicate "N" (no) in the column if the item is missing or if the item does not meet compliance.
- In the "Source of Data/Comments" column, indicate where the data to identify compliance was found (e.g., name the section of the IEP). Provide observational comments such as “relationship of transition activities to post-secondary goals not evident.”

Citation	Issue	Y/N	Source of Data/Comments
8 NYCRR §200.4(d)(4)(i)(c)	When the CSE met to consider transition service needs, the school district invited the student. If the student did not attend, the district ensured that the student's preferences and interests were considered.		
8 NYCRR §200.4(d)(2)(ix)(a)	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.		
8 NYCRR §200.4(d)(2)(ix)(b)	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.		
8 NYCRR §200.4(d)(2)(iii)	Each IEP includes measurable annual goals consistent with the student's needs and abilities, including (if applicable) benchmarks or short-term objectives.		
8 NYCRR §200.4(d)(2)(ix)(c)	The IEP includes a statement of the transition service needs of the student that focuses on the student's courses of study.		
8 NYCRR §200.4(d)(2)(v)	The IEP indicates the recommended special education program and services to advance appropriately toward meeting the annual goals relating to transition needs.		
8 NYCRR §200.4(d)(2)(ix)(d)	The IEP includes needed activities to facilitate the student's movement from school to post-school activities, including: ✓ instruction, ✓ related services, ✓ community experiences, ✓ the development of employment and other post-school adult living objectives, and ✓ when appropriate, acquisition of daily living skills and functional vocational evaluation.		
8 NYCRR §200.4(d)(2)(ix)(e)	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.		

Sample of electronic form

Secondary Transition IEP Self-Review Monitoring Report
Due August 31

Directions:

1. Go to http://pd.nysed.gov
2. Log on using the same user id and password as assigned for PD data submissions.
3. Click on: Secondary Transition IEP Self-Review Monitoring Report
4. Follow the on-line directions to complete the form.
5. Enter district's identifying information.
6. Provide appropriate verification from the Superintendent of Schools or Chief School Officer that the information as reported is true and accurate.
7. Using documentation from the Self-Review Monitoring Protocol (Attachment 2), click the box under the "Yes" or "No" column as appropriate for each regulatory requirement. All citations must have a compliance indication.
8. Click "Submit."
9. Print a copy after submitting to SED.
10. Maintain Attachment 4 with other documentation for this review.

School District Code: _____

School District Name: _____

Contact Person: _____

Email: _____

Telephone: _____

Statement of Verification of Accuracy
I verify that the information submitted in this report is accurate based upon the findings from the Secondary Transition IEP Self-Review Monitoring process conducted during the 2006-07 school year.

_____
Superintendent or Chief School Officer

Date submitted: ____/____/____

Sample of electronic form

Part I. Number Of Youth With IEPs Containing Appropriate Transition Content

Directions: To report on line C below, use the Individual Student Record Review Forms (Attachment 3) to total the number of individual record reviews for which all of the regulatory citations were marked in compliance.

Item	Data	Enter Quantity
A	Total Number of Students with IEPs aged 15-21 during the sample school year.	
B	Total Number of IEPs reviewed.	
C	Total Number of IEPs with all citations marked in compliance.	
D	**Percentage of youth with IEPs that include coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. (C divided by B)**	**System will calculate**

Part II. Identification of Compliance or Noncompliance by Regulation

Directions: Transfer findings for each regulatory citation from the last column of Attachment 2, "Determination of Compliance."

Citation	Issue	Are the transition components of the district's IEPs in compliance with State regulations?	
		Yes	No
8 NYCRR §200.4(d)(4)(i)(c)	When the CSE met to consider transition service needs, the school district invited the student. If the student did not attend, the district ensured that the student's preferences and interests were considered.	☐	☐
8 NYCRR §200.4(d)(2)(ix)(a)	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.	☐	☐

Sample of electronic form

Citation	Issue	Are the transition components of the district's IEPs in compliance with State regulations?	
		Yes	No
8 NYCRR §200.4(d)(2)(ix)(b)	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.	☐	☐
8 NYCRR §200.4(d)(2)(iii)	Each IEP includes measurable annual goals consistent with the student's needs and abilities, including (if applicable) benchmarks or short-term objectives.	☐	☐
8 NYCRR §200.4(d)(2)(ix)(c)	The IEP includes a statement of the transition service needs of the student that focuses on the student's courses of study.	☐	☐
8NYCRR §200.4(d)(2)(v)	The IEP indicates the recommended special education program and services to advance appropriately toward meeting the annual goals relating to transition needs.	☐	☐
8 NYCRR §200.4(d)(2)(ix)(d)	The IEP includes needed activities to facilitate the student's movement from school to post-school activities, including: • instruction, • related services, • community experiences, • the development of employment and other post-school adult living objectives, and • when appropriate, acquisition of daily living skills and functional vocational evaluation.	☐	☐
8 NYCRR § 200.4(d)(2)(ix)(e)	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.	☐	☐