

# OSES Indicator 13 Review Form - [insert district name]

OSES Reviewer\*

Student Name\*

Excent (Local) ID #\*

State ID #\*

School\*

DOB\*

Date of IEP\*

   

Type of IEP\*

Date of Review\*

   

1. Is there an appropriate measurable post-secondary goal that addresses education/training after high school?\*

- Yes
- No

If no, provide the reason(s) for the finding of noncompliance.

- Goal not measurable
- Goal not written to occur after student exits from high school
- Goal not obtainable as written

Goal inconsistent with other parts of the IEP

No goal developed addressing education/training

Other:

**2. Is there an appropriate measurable post-secondary goal that addresses employment after high school?\***

Yes

No

**If no, provide the reason(s) for the finding of noncompliance.**

Goal not measurable

Goal not written to occur after student exits from high school

Goal not obtainable as written

No goal developed addressing employment after exiting

Other:

**3. If needed, is there an appropriate measurable post-secondary goal that addresses independent living?\***

Yes

No

Not Applicable

**If no, provide the reason(s) for the finding of noncompliance.**

Although applicable, no goal developed to address independent living

Goal not written to occur after student exits from high school

Goal not measurable

Goal not obtainable as written

Other:

**4. Were the post-secondary goals updated annually?\***

Yes

No

**If no, provide the reason(s) for the finding of noncompliance.**

Necessary goal not developed (see above)

IEP lapsed (over 365 days since last IEP and current IEP)

PSGs not updated

Other:

**5. Are post-secondary goals based on appropriate transition assessments?\***

Yes

No

**If no, provide the reason(s) for the finding of noncompliance.**

- One or more of the PSGs identified in the IEP not based on an assessment
- No evidence that appropriate transition assessment(s) used
- No transition needs identified (including academic and/or functional)
- Sufficient findings (baseline data) to formulate measureable annual transition goals
- Other:

**6. Are there transition services in the IEP that will assist the student in achieving post-secondary goals?\***

- Yes
- No
- Not Applicable

**If no, provide the reason(s) for the finding of noncompliance.**

- No transition service listed that would assist with PSGs
- Transition services do not match PSGs
- Other:

**7. Does the IEP include a course of study that will assist the student in achieving post-secondary goals?\***

- Yes
- No

**If no, provide the reason(s) for the finding of noncompliance.**

- Course of study not aligned with the student's identified PSGs
- Other:

**8. Is there an annual IEP goal related to the student's transition services needs?\***

- Yes
- No

**If no, provide the reason(s) for the finding of noncompliance.**

- No annual goal(s) included in the IEP related to the student's identified transition service needs.
- Cannot ascertain starting and/or ending points
- Do not address needs identified in the transition assessments
- Other:

**9. Is there evidence that the student was invited to the IEP meeting?\***

- Yes
- No

**If no, provide the reason(s) for the finding of noncompliance.**

- Student's name not listed on the meeting notice and IEP not signed by student as a participant
- Other:

**10. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority?\***

- Yes
- No
- Not Applicable

**If no, provide the reason(s) for the finding of noncompliance.**

- No evidence of parent consent or student consent to invite an outside agency
- No evidence that outside agency invited to the meeting
- Other:

**What documentation suggests that an outside agency should have been invited to the IEP team meeting?**

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**11. Does the IEP meet the requirements of Indicator 13?\***

- Yes
- No

**Comments**

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**Corrective Actions**

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Submit Form