

General Supervision File Review (GSFR)

Local Education Agency: _____ Reviewed by: _____
 Name of Student: _____
 Date of Birth: _____ Last _____ First _____
 Grade: _____ Eligibility Category: _____
 Current Eligibility Report Date: _____ Current Annual IEP Date: _____

Secondary Transition

The GSFR checklist is a guide for conducting record reviews and is meant to be advisory only. This checklist is not inclusive of the LEA/public agency's legal obligations to children with disabilities.

Item 1 – Notice and Invitation to A Meeting/Consent for Agency Participation	Yes	No
The <i>Notice and Invitation to a Meeting/Consent for Agency Participation</i> is accurately completed and provided to the parent.		

Compliant	Non-Compliant
<p><u>In general:</u></p> <ul style="list-style-type: none"> Written notice with proposed date, time and location provided to parent/guardian. Required participants were invited. Results of attempt(s) to invite parent/guardian and student (age 16 or older) were recorded. Parent/guardian was notified early enough to ensure opportunity to attend and/or participate. 	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence written notice was provided to parent/guardian. <input type="checkbox"/> Written notice does not indicate one or more of the following: <ul style="list-style-type: none"> Proposed date Proposed time Proposed location <input type="checkbox"/> Purpose(s) of the meeting not indicated. <input type="checkbox"/> Required participants not invited. <input type="checkbox"/> Results of attempt(s) to invite parent/guardian not recorded. <input type="checkbox"/> Results of attempt(s) to invite student (age 16 or older) not recorded. <input type="checkbox"/> Parent/guardian was given limited notice, without reasonable indication of why there was short notice.

<p>For Transition Aged Students:</p> <ul style="list-style-type: none"> • “Discuss Transition/Postsecondary Services” is indicated as a purpose of the meeting. • Results of attempt(s) to invite student (age 19 or older) were recorded. • If student is referred for or is currently receiving career/technical education, a representative of career/technical education was included as a member of the IEP Team. • If representative(s) from other transition agency(s) attended the meeting, the parent gave consent. 	<ul style="list-style-type: none"> <input type="checkbox"/> “Discuss Transition/Postsecondary Services” not indicated as a purpose of the meeting. <input type="checkbox"/> Results of attempt(s) to invite student (age 19 or older) not recorded. <input type="checkbox"/> Student is referred for or is currently receiving career/technical education, and a representative of career/technical education was not included as an invited member of the IEP Team. <input type="checkbox"/> Representative(s) from other transition agency(s) attended the meeting and parent did not give consent.
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Item 2 – Age-Appropriate Transition Assessments	Yes	No
The required age-appropriate transition assessments are conducted.		

Compliant	Non-Compliant
<ul style="list-style-type: none"> • The IEP documents at least two (2) formal or informal age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills, completed or updated annually. 	<ul style="list-style-type: none"> <input type="checkbox"/> Two (2) required transition assessments not documented in the IEP. <input type="checkbox"/> Transition assessments were not conducted and/or updated annually.

Item 3 – Long-Term Postsecondary Transition Goals	Yes	No
The IEP/Transition page includes appropriate measurable long-term postsecondary goals covering postsecondary education/training, employment/occupation/career, and community/independent living.		

Compliant	Non-Compliant
<ul style="list-style-type: none"> • Long-term postsecondary transition goals align with student’s preferences and interests identified through age-appropriate transition assessments. <ul style="list-style-type: none"> – Postsecondary Education/Training, – Employment/Occupation/Career, and – Community/Independent Living 	<ul style="list-style-type: none"> <input type="checkbox"/> Long-term postsecondary transition goals do not align with student’s preferences and interests identified through age-appropriate transition assessments. <ul style="list-style-type: none"> ○ Postsecondary Education/Training, ○ Employment/Occupation/Career, and ○ Community/Independent Living

Item 4 – Annual Transition Goals	Yes	No
The IEP/Transition page includes measurable annual transition goals based on the student’s strengths, preferences, and interests.		

Compliant		Non-Compliant	
Present levels:	<ul style="list-style-type: none"> • Present level is based on student’s strengths, preferences, interests, and needs for postsecondary transition. • Present level includes data-based information from age-appropriate transition assessments. 	<input type="checkbox"/> Present level is not individualized to student’s strengths, preference, interests and needs for postsecondary transition.	<input type="checkbox"/> Present level is not based on age-appropriate transition assessments.
Measurable annual postsecondary transition goals:	<ul style="list-style-type: none"> • There is a direct relationship between present level and the annual postsecondary transition goals. • Annual transition goals written in a way that allows for objective measurement of the student’s progress. 	<input type="checkbox"/> Present level and goals do not align.	<input type="checkbox"/> One or more goals not written to allow for objective measurement of the student’s progress. <input type="checkbox"/> One or more goals stacked, with numerous unrelated skills.
Transition services:	<ul style="list-style-type: none"> • A type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation is listed in association with meeting each of the postsecondary goals. 	<input type="checkbox"/> A type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, or provision of a functional vocational evaluation is not included for each annual postsecondary transition goal.	
Transition activities:	<ul style="list-style-type: none"> • Activities that are reasonably calculated to assist the student in achieving his/her annual postsecondary transition goals are included. 	<input type="checkbox"/> Activities designed to assist the student in achieving his/her annual postsecondary transition goals are not included.	<input type="checkbox"/> Activities are not relevant and do not support progress toward the student’s annual postsecondary transition goals.

Item 5 – Program Credits to Be Earned/Courses of Study	Yes	No
The IEP/Transition page includes program credits to be earned/courses of study.		

Compliant	Non-Compliant
<ul style="list-style-type: none"> • Anticipated date of exit corresponds with other information available. • Selected pathway to the Alabama High School Diploma corresponds with other information available. • Program credits to be earned corresponds with other information available. <p><u>Note:</u> Based on information available, the student should be on track to meet graduation requirements for selected pathway.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Anticipated date of exit does not correspond with other information available. <input type="checkbox"/> Selected pathway to the Alabama High School Diploma does not correspond with other information available. <input type="checkbox"/> Program credits to be earned does not correspond with other information available. <p><u>Talking point:</u> Appropriate action(s) should be taken if the student is not on track to meet graduation requirements for selected pathway.</p>

Notes: