

<p>participating agency was invited to the IEP Team meeting, with prior consent of the parent or student if age of majority reached?</p>	<p>Transition Planning and Services: If appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student (if agency is not providing the services or paying for the services indicate N/A)</p>				
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<ul style="list-style-type: none"> Does the IEP (Present Levels) include information regarding agency involvement? <ul style="list-style-type: none"> Representatives from agencies were invited with parent permission and it was documented in the IEP OR Parents refused consent to inviting outside agency personnel and it was documented in the IEP. Parents were provided with information about agency involvement and it was documented in the IEP. 			
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Comments:

DOCUMENTATION OF IEP TEAM PARTICIPATION

	<p><u>Documentation of IEP team participation:</u></p> <p>264 Student (or documentation of invitation if transition services are being planned)</p>	<p>IEP Sign In Sheet</p> <p>BACKUP Present Levels</p> <p>Or IEP Invite</p>			
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		<p>268 Career Technical Education (CTE) Representative (if appropriate – if student is enrolled in or applying to CTE), or documentation that they participated in another manner</p> <p>269 CTE Representative was in attendance if student was attending CTE</p> <p>270 Community Agency Representative (if appropriate for transition planning, or documentation they were invited</p>			
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Comments:

IEP TRANSITION SERVICES

		<p>288 If the student’s IEP required participation in CTE program, was the CIP code completed?</p>	IEP Section II Transition Services		
3	Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?	<p>289 Evidence that the measurable post-secondary goal(s) were based on age appropriate transition assessment</p>	ER/RR data IEP PLAAFP Transition Services		

			Section II: Transition Services			
BEST PRACTICE EVIDENCE						
<ul style="list-style-type: none"> Were age-appropriate assessments of interests, preferences conducted in order to develop postsecondary goals? Were age-appropriate academic and functional skill assessments conducted in order to develop measurable annual goals and/or specially-designed instruction? Was all assessment data interpreted and utilized in the development of the present levels, postsecondary goals and transition services and activities? Is there baseline data in the present levels to support the development of the measurable annual goals? Is there evidence that assessments are updated each year? 						
4	<p>Is there an appropriate measurable postsecondary goal or goals in this area?</p> <p><i>Education and Training</i> <i>Employment</i> <i>Independent Living</i></p>	<p>290 An appropriate measurable postsecondary goal or goals that cover education or training, employment, and AS NEEDED, independent living?</p>	IEP Section II: Transition Services	<p><i>Education and Training</i></p> <p><i>Employment</i></p> <p><i>Independent Living</i></p>		
BEST PRACTICE EVIDENCE						
<ul style="list-style-type: none"> Do present education levels provide evidence that all 3 post-secondary goal areas have been considered? Is there a post-secondary goal for Education/Training or a statement that the area was addressed by the IEP team? Is there a post-secondary goal for Employment or a statement that the area was addressed by the IEP team? Is there a post-secondary goal for Independent living or a statement that the area was addressed by the IEP team? Will the goal(s) occur <i>after</i> the student graduates from school? <p>(Independent Living is considered from all of the following lenses: residential, accessing community, and recreation/leisure activities.)</p>						
5	Are postsecondary goals updated annually?	<p>291 Is there evidence that the postsecondary goal(s) that covers education and training, employment, and, as needed, independent living are updated annually?</p>				
BEST PRACTICE EVIDENCE						
<ul style="list-style-type: none"> Is there evidence that the postsecondary goal(s) are updated annually? 						

	<ul style="list-style-type: none"> • A summary of previous goals is referenced and: <ul style="list-style-type: none"> ○ Notation is made that based on updated assessments, goals remain same OR/ ○ Notation that a goal has changed from one year to the next and WHY 					
6	Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	<p>292 Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service</p> <p>292b Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)</p>	III Transition Services			
BEST PRACTICE EVIDENCE						
<ul style="list-style-type: none"> • Is a type of instruction, related service, community experience, or development of employment or other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goals? • The box in the top of the GRID is checked for each of the post-secondary goal areas being targeted • The grid contains reference to at least 1 or more MAGs as services addressing a skill need, but ALL MAGS are referenced as services in the transition grid (IEP ALIGNMENT) • Each post-secondary goal area has at least one corresponding activity • If a goal area is not being targeted, the grid is BLANK 						
7	Do the transition services include courses of study that will reasonably enable the student to meet his or her post-secondary goal(s)?	<p>292a Transition Services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)</p>				
BEST PRACTICE EVIDENCE						
<ul style="list-style-type: none"> • Are the courses listed by the names used in the LEA's program of studies? • Do the courses listed align with the student's post-school goal(s)? • Does the student's IEP accurately reflect the student's current schedule? 						
8	Is (are) there annual IEP goal(s) related to the student's transition needs?	<p>292c Annual goals are related to the student's transition services</p>				

BEST PRACTICE EVIDENCE

- All MAGs should be referenced as related to developing skills to meet transition needs
- MAG includes:
 - A Condition
 - The Student's Name
 - Clearly Defined Behavior (Measurable and Observable)
 - Performance Criteria Including
 - Level of performance (how well)
 - Number of times needed to demonstrate mastery (how consistently)
 - Evaluation schedule (how often)

COMMENTS:

Summary: Does the IEP meet the requirements of Indicator 13?

Count the Number of Yes and No ratings and record below:

Overall Summary Rating (If answer to all questions is YES or N/A then check yes, otherwise check no)

# of Yes Summary Ratings	# of No Summary Ratings	Total Summary Ratings (17 possible)	YES	NO
COMMENTS:				