

Transition IEP Checklist:

Meeting Indicator 13 Requirements and Best Practice

(corresponding Indicator 13 Review Checklist questions are noted in italics)



Invitations to the IEP meeting:

- Student is invited to meeting / invitation is on file with student's signature (*Ques. 1.*)
- Outside agency representatives are included as appropriate (*Ques. 2.*)
- Career and Tech. Ed. (CTE) representative is included if enrolled or considering enrollment

In Section II of the IEP - Present Levels (PLAAFP):

- Include an introductory paragraph containing information on disability, current program and services being provided, modifications, level of independence, rate of progress, and postsecondary goals (*best practice*)
- Data (results of academic and functional assessments) are understandable, relevant, useful, and report the student's progress on annual goals (*Ques. 3.B., 3.C.*)
- Baseline data are included for proposed measurable annual goals (*Ques. 3.D.*)
- Statements relate data to the student's future goals (*Ques. 3.C.*)

Under the 'Postsecondary Transition' bullet of PLAAFP:

- Name and date are listed for which transition assessment(s) were used to provide information on interests, preferences, and postsecondary goals (*Ques. 3.A., 3.E.*)
- Data (results of transition assessments) are understandable, relevant, useful, and report progress on annual goals (*Ques. 3.B., 3.C.*)
- Baseline data are included for proposed measurable annual goals (*Ques. 3.D.*)
- Evidence shows that the team considered all 3 postsecondary goal areas (*Ques. 4.A.*)
 - Education/Training (*Ques. 4.B.*)
 - Employment (*Ques. 4.C.*)
 - Independent Living (*Ques. 4.D.*)
- The postsecondary goal areas that are targeted are written to occur after high school (*Ques. 4.E.*)
- Statement compares current goals / assessment data to previous goals /assessment data (what is consistent from year to year, or what changes from year to year) (*Ques. 3.E., 4.F.*)
- Statement regarding which outside agencies are involved during this IEP cycle, OR statement regarding *why* outside agency involvement is not necessary at this time (*Ques. 2.*)

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Section III of the IEP - the Transition Grid:

A goal or statement is listed for each postsecondary goal area:

- Education/Training (*Ques. 4.B.) (Best practice)*)
- Employment (*Ques. 4.C.) (Best practice)*)
- Independent Living (*Ques. 4.D.)*)

- If a goal section is *not* a targeted goal area, the rest of grid is left blank (*Ques. 6.E.)*)

For *each* section that *is* a targeted goal area:

- The goal listed will occur after high school graduation (*Ques. 4.E.)*)
- Box is checked “yes” to indicate there is a corresponding annual goal (*Ques. 6.A.)*)
- Courses are listed as they appear in LEA’s program of study (*Ques. 5.A.)*)
- Courses align with student’s postsecondary goal (*Ques. 5.B.)*)
- Courses accurately reflect the student’s current schedule (*Ques. 5.C.)*)
- At least one activity is listed (*Ques. 6.D.)*)
- At least one service is listed – and it connects to a measurable annual goal (*Ques. 6.B.)*)
- All measurable annual goals are represented as services in the grid (*Ques. 6.C.)*)

For students attending a CTE center:

- CIP code is listed in Section III
- The course(s) are listed under employment section
- The postsecondary employment goal includes the career field the student is studying, such as “competitive employment in the field of cosmetology”

In Section V of the IEP - each Measurable Annual Goal (MAG) contains:

- Condition (*Ques. 7.A.)*)
- Student’s name (*Ques. 7.B.)*)
- Observable and measurable behavior (*Ques. 7.C.)*)
 - 3 components of criteria:
 - Performance level (how well) (*Ques. 7.D.1.)*)
 - Schedule of evaluation (how often will progress be assessed) (*Ques. 7.D.2.)*)
 - Number of times until mastery (how consistently) (*Ques. 7.D.3.)*)

Overall alignment of the IEP:

Each of the student’s needs is connected to: (*Table on Pg. 1)*)

- Present levels *and*
- Transition grid *and*
- MAG *or* SDI *or* Related Service