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
- ☐ 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 is 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.)*
- ☐ Employment *(Ques. 4.C.)*
- ☐ 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