

B-13 CHECKLIST #

1	<p>Was the student invited to the IEP? <i>Include with IEP for reviewed files</i></p> <p>Separate invitation for student and parent/guardian</p>
2,3	<p>Did we get prior written consent to invite outside agency? If so, are they on the invitation? <i>Include with IEP for reviewed files</i> <i>Dated PRIOR to the IEP invitation (it is prior consent to INVITE, NOT prior consent to attend)</i></p> <p>If agency is NOT invited... <u>document</u> why not (some examples):</p> <ul style="list-style-type: none"> • "MRS comes to the school on a monthly basis for ongoing direct student/parent consultation." • "Student/parent refused to give consent for outside agency." • "Parent/student brought outside agency (name of agency) to the IEP team meeting."
4,6	<p>Have you documented the transition assessment (ESTR) has been updated annually with a current completion date? Are the current findings considered in all four sections of Question 4?</p>
5	<p>Do you have a Post-secondary (after high school) Goal/Vision?</p> <p>Best practice: have the following statement in all four student interview areas (example):</p> <ul style="list-style-type: none"> • Adult Living • Post-secondary Education/Training • Employment • Community Participation <p><i>"Per student interview (date), after high school, (student name) states he/she will _____."</i></p>
7	<p>List transition activity(s) for ALL areas that have been identified as needs/wants in the PLAAFP and Post-secondary vision? <i>*Do NOT list an agency or other in responsible party column unless they are IN attendance.</i></p> <p>ALL areas should be considered and addressed in the SECONDARY TRANSITION SERVICES area, UNLESS disputed by high ESTR scores/other IEP data, OR otherwise supported through an annual goal.</p>
9	<p>Does at least one annual IEP goal relate to the student's Post-secondary Goal/Vision? *NOTE: 2016-17 standards <u>may</u> increase/requiring more than one goal</p> <p>Best Practice: Use an annual IEP goal "tag-line statement". This tag-line statement is put in the goal section after you describe the measurable academic/functional/behavioral goal. (tag-line example):</p> <p><i>"This goal supports ("student name") to be better prepared to transition into their post-secondary goal of ("college/training, career choice, manage their own household, etc...") after high school."</i></p>
8	<p>Does all of the above information align with the student's course of study?</p> <p>If student's chosen career/training vision requires a diploma, are they on the diploma track? If not, is there evidence within the transition plan of supporting the investigation of other options?</p>
10	<p>Is there evidence through documentation that the student's needs (strengths, preferences, interests, etc...) are considered?</p> <p><i>"Per student interview (date), after high school, student states..."</i> <i>"Other Considerations" tab at the end of the IEP: "Throughout the IEP, (student's name) discussed their strengths, post-secondary transitional needs, and goals. Additionally, they also spoke about the accommodations they use during classes. (Student's name) contributed to their IEP."</i></p>