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