

B-13 CHECKLIST #

1	<p>Was the student invited to the IEP?</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?</p> <p><i>**RESA is not considered outside agency</i></p> <p>If agency is not invited... document why not:</p> <ul style="list-style-type: none"> • "Student/Parent/Guardian refused to give consent for outside agency." • "Student/Parent/Guardian brought outside agency (name of agency) to the IEP team meeting." • "After conversation with parent/guardian, it is believed outside agencies do not need to be at the table."
4,6	<p>Have you documented the transition assessment (eg. ESTR) with an initial? Update annually: List initial date/updated date in ALL THREE goal areas on plan:</p> <ul style="list-style-type: none"> • Post-secondary Education/Training • Employment • Independent Living
5	<p>Does the student have a Post-secondary (after high school) Goal/Vision?</p> <p>Must have the following statement in ALL THREE areas on the transition page.</p> <ul style="list-style-type: none"> • Post-secondary Education/Training • Employment • Independent Living <p>"Per student interview (date), after high school, (student name) state he/she will _____."</p> <p>"Per (student/guardian) interview (date) after the completion of (student's name) program at _____,(student/guardian) states (student name) will _____."</p>
7	<p>Does the student have at least one activity for ALL THREE Post-secondary Goals/Visions?</p> <ul style="list-style-type: none"> • Post-secondary Education/Training • Employment • Independent Living
9	<p>Does at least one annual IEP goal relate to the student's Post-secondary Goal/Vision?</p> <p>Include both:</p> <ul style="list-style-type: none"> • Post-secondary impact statement AND • Annual IEP goal "lead-in statement": "Based on (student's name) career choice of _____ and Onet industry standards, (student's name) will..." This lead-in statement is put in the "modified goal" section before you begin to describe the academic goal. • For students who may have goals other than job-placement plans, use the following lead-in statement: "In order to (transition post-secondary goal), he/she will _____."
8	<p>Does all of the above information align with the student's course of study?</p> <p>Does the student's chosen career on his/her transition plan that requires a diploma, align with their "course of study" of earning a diploma?</p>
10	<p>Is there evidence through documentation that the student's needs (strengths, preferences, interests, etc.) are considered?</p> <ul style="list-style-type: none"> • "His/Her interview (date), after high school, student states..." • "Other Considerations" tab at the end of the IEP: "Throughout the IEP, (student's name) discussed his/her strengths, post-secondary transitional needs, and goals. Additionally, he /she also spoke about the accommodations he/she uses during his classes. He/She contributed to his/her IEP."