



Did You? Checklist



Invitations to the IEP meeting:

- Invite the student to the IEP
- Invite agency representative if appropriate
- Invite Career Tech representative if student is enrolled or considering enrollment

In the Present Levels (PLAAFP) of the IEP:

- Include an introductory paragraph that contains information on disability, current program and services being provided, modifications, level of independence and future goals related to education, employment, and independent living
- Clear, understandable, and useful data in PLAAFP
- Statement in academic and functional levels tying information provided to future goals

Under the Post-Secondary Transition bullet of PLAAFP:

- Name and date the transition assessment(s) used to provide information on interests, preferences, and post-secondary goals
- Include SAT accommodation discussion/parent letter
- Include detailed results of the transition assessment(s)
- Include post-secondary goals written to occur after high school
 - Education: _____
 - Employment: _____
 - Independent Living: _____
- Include information on **AGENCY** contacts

In the Transition Grid:

- List current courses by name under **EACH** post-secondary goal
- List at least one **SERVICE linked to a Measurable Annual Goal** under each post-secondary goal
 - Education: _____
 - Employment: _____
 - Independent Living: _____
- List a minimal of one **ACTIVITY** (BEST practice 3-5) under each post-secondary goal
 - Education: _____
 - Employment: _____
 - Independent Living: _____
- Career and Tech Education (CTE) information:
 - If the student is taking a course at the CTE school, list the course under Employment
 - The post-secondary employment goal needs to include the career field the student is studying such as “competitive employment in the field of cosmetology”

All Measurable Annual Goals contain:

- Condition
- Name
- Clear behavior
- Performance criteria
 - Performance level (how well?)
 - Schedule of evaluation (how often will progress be assessed?)
 - Number of times of mastery (how consistently?)

