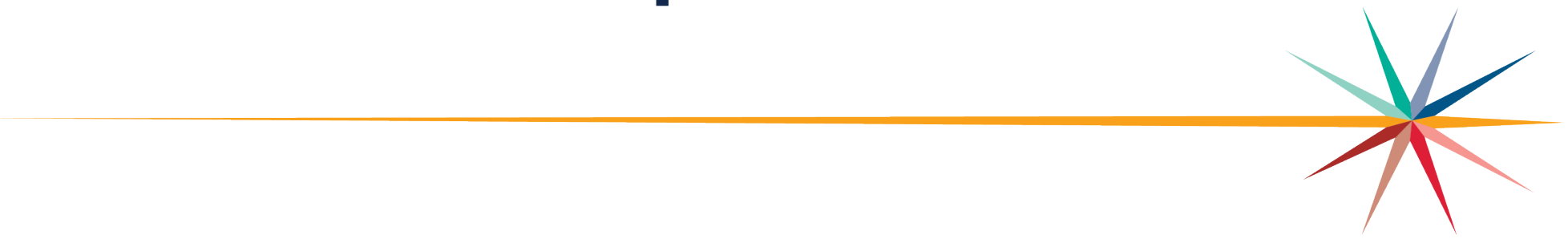
# Reflective Framework for IEP Development



# Kansas State Board of Education

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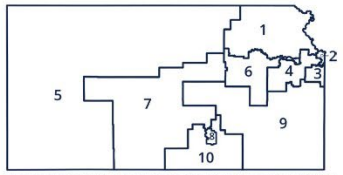


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Reflective Framework for IEP Development

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Reflective Framework for IEP Development

# Purpose: Equitable Access to Grade-Level Content for Students with Disabilities

## Purpose

The “Reflective Framework for IEP Development” is designed to engage teams in a process that uses strengths-based data and observations to create Individualized Education Programs (IEP) for students that support access and progress with grade-level content standards. The intentional design of this document promotes the alignment between compliance and best practices. Each member of the IEP team is encouraged to use this document to ensure adherence to the Individuals with Disabilities Education Act (IDEA) and the Kansas Special Education Process Handbook, while designing educational programs to meet individual student needs.

Each member of the team shares responsibility for the design and implementation of the IEP. While different members bring different strengths to the conversation, it is important that all voices are heard and included. True collaboration includes deep discussions about data, student strengths, and important grade-level content that will sustain student learning across years. Teams also need to consider appropriate accommodations and modifications that allow for access to the Least Restrictive Environment (LRE) for each student.

## Design

The framework has four key components of the IEP process based on questions asked during an internal file review or KSDE file review. The rule that corresponds to each component is broken down into checklist statements with a corresponding set of reflective questions for teams to consider as they develop each IEP.




This document is modified with permission from the Utah State Board of Education *Reflective Framework for Individualized Education Program Development.*

# Parent Rights/Procedural Safeguards

## Checklist and Reflective Questions- Parent Rights/Procedural Safeguards

| Checklist | Reflective Questions |
|---|---|
| ✓ Both parents (or legal education decision-maker) and the student (if the student is 18 or older) were provided a copy of parent rights/procedural safeguards in all required instances and in the native language of the parents (or legal education decision-maker)/adult student or other mode of communication used by the parents/adult student.<br>*Q1 IDEA & Gifted File Review | ❖ Where is there documentation that a copy of parent rights/procedural safeguards were provided to both of the student's parents (or legal education decision-maker) when parents are living in separate households and student (if 18 or older) in ALL required instances?<br>• At least 1 time each school year<br>• Upon initial referral or parent request for evaluation<br>• Upon receipt of the first due process complaint in a school year<br>• On the date the decision is made to subject a student with a disability to a disciplinary change of placement because of a violation of a code of student conduct<br>• Upon request by the parent (or legal education decision-maker)<br>OR<br>❖ Is there documentation that one parent cannot be located?<br>❖ Is there evidence that parent rights/procedural safeguards were provided in the native language or other mode of communication used by the parents/adult student?<br>❖ Where is the native language or other mode of communication used by the parents (or legal education decision-maker) or adult student documented? |
| ✓ Written consent for excusal is needed for required team members | ❖ Where is the documentation that consent for excusal was obtained for a required team member (regular education teacher of a child may be participating in regular education environment, special education teacher/provider, LEA representative or designee, an individual who can interpret the instructional implications of evaluation results)<br>❖ Did the required team member submitted written input to the parent and the IEP team prior to the meeting?<br>❖ Did the parents and agency agree in writing that the member's attendance is not necessary because that member's curriculum area or related services is not being discussed? |

# IEP Development, Revision, & Review

## Checklist and Reflective Questions – Present Levels of Academic Achievement and Functional Performance

| Checklist | Reflective Questions |
|---|---|
| ✓ The IEP includes a description of the student's present level of academic achievement as part of the Present Levels of Academic Achievement and Functional Performance (PLAAFPs).<br>**Q3 IDEA & Gifted File Review* | ❖ Does the PLAAFP include a description of the student's current level of academic achievement in relationship to the General Curriculum? (in early childhood the general curriculum is defined as appropriate activities, that is, the kinds of things that typically developing children at the same age will be doing)<br>• Learning strengths<br>• Instructional preferences<br>• Standardized assessments<br>• Learning rate<br>• Results of recent re-evaluation<br>• Screening data<br>• Diagnostic assessments<br>• Progress monitoring data<br>• Research skills rubric<br>• Writing rubric<br>❖ How have the language and communication needs of the student been addressed by the team?<br>❖ How is data supporting the student's strengths and guiding the team's instructional decision-making?<br>❖ How can we include information about the student's level of self-advocacy/self-determination to support the student's success in the general education classroom? |
| ✓ Multiple data are used to identify the student's current strengths. | ❖ What multiple data sources were used to identify the student's current strengths (be sure this includes input from parents, the student, and all IEP team members)?<br>❖ How will we be able to use the student's strengths to support growth in the identified areas of need? |

| Checklist | Reflective Questions |
|---|---|
| ✓ The IEP includes a description of the student's present level of functional performance as part of the PLAAFP<br>*Q4 IDEA & Gifted File Review* | ❖ Does the PLAAFP include a description of the student's current level of functional performance?<br>• Adaptive behavior<br>• Motor skills/mobility issues<br>• Social/emotional issues<br>• Task persistence/task completion<br>• Perception or attention issues<br>• Social skills with peers<br>• Memory issues<br>• Vocational/career interests<br>• Communication<br>• Independent living skills<br>❖ If there are no current concerns about functional performance, does the IEP include a statement that functional performance was considered? |

| Checklist | Reflective Questions |
|---|---|
| ✓ A statement of how the student's disability or giftedness affects the student's involvement and progress in the general curriculum is included (the same curriculum as nondisabled peers). For preschool children, as appropriate, the IEP describes how the disability affects the child's participation in appropriate activities as part of the PLAAFP<br>**Q5 IDEA & Gifted File Review* | ❖ Does the IEP describe how the child's exceptionality affects the child's involvement and progress in the general education curriculum?<br>❖ How is the student's exceptionality getting in the way of progressing in the general curriculum? Or for gifted students, how is the exceptionality impacting progress at an advanced level in the scope and sequence of the curriculum?<br>o For preschool children, as appropriate, does the IEP describe how the disability affects the child's participation in appropriate activities as part of the PLAAFPs?<br>❖ How is the student's exceptionality getting in the way of being involved in or having access to the general curriculum? Or, for gifted students, how is the exceptionality impacting the student's ability to access a more advanced curriculum that is at their level of functioning/skills?<br>❖ What does one see about this student that is different from typical peers that is a result of the exceptionality?<br>❖ What input have we received from the required team members? (For example: parent(s) (or legal education decision-maker) of the student or adult student, general education teacher, special education teacher or special education provider, LEA representative, an individual who can interpret evaluation results, the student, when appropriate).<br>❖ How does the impact statement address the student's strengths and needs and provide the specific instructional supports necessary to increase access to grade-level content? |
| ✓ Parent Concerns for enhancing the education of their students are considered when developing, reviewing, and revising the IEP. | ❖ How did the IEP team document that they considered the concerns of the parent (or legal education decision-maker) for enhancing the education of their student in developing, reviewing, and revising the IEP? |

| Checklist | Reflective Questions |
|---|---|
| ✓ Communication has been considered and, if needed, is addressed in the IEP. | ❖ How does the student's ability to communicate affect the student's learning (e.g., academic, social and emotional, behavioral)?<br>❖ How does the student's ability to comprehend spoken language affect the student's ability to learn, participate, and demonstrate knowledge?<br>❖ Where has the student found success in speaking/writing?<br>❖ What accommodations have been considered to support access to grade-level instruction and peer groups?<br>❖ What additional communication (expressive and receptive) supports are needed or have been considered and who will provide them (when, where, and how)? |
| ✓ Behavior has been considered and, if the student's behavior impedes the student's learning or that of others, the IEP Team considered the use of positive behavioral interventions and supports, and other strategies, to address that behavior when developing, reviewing or revising the IEP<br>**Q9 IDEA & Gifted File review* | ❖ How did the IEP Team document that it considered the use of positive behavior interventions and supports and other strategies?<br>❖ Is there documentation that the student does not have behavior that impedes the learning of self or others?<br>❖ How are the social and emotional needs of the student being met?<br>❖ How has the team considered student behavior and the impact on learning and participation with peers without disabilities?<br>• Have we included behavior data in the IEP, and are the data measurable, objective, and quantitative?<br>• Has the team considered goals and/or accommodations to 1) address communication needs as they relate to behavior, and 2) teach an appropriately selected replacement behavior?<br>❖ Should the team consider a Functional Behavior Assessment (FBA) and/or a Behavior Intervention (BIP) for this student, either because 1) we have documented previous behavior interventions that have not resulted in improvement in the behavior as measured by our data, or because 2) the student's behavior presents a safety risk to themselves or others? |

| Checklist | Reflective Questions |
|---|---|
| ✓ In the case of a student who has limited English proficiency, the IEP Team considered the language needs of the student as those needs relate to the student's IEP<br>**Q10 IDEA and Gifted File Review* | ❖ How has the IEP team documented that they considered the student's language needs as those needs relate to the IEP when developing, reviewing, or revising the IEP?<br>❖ Is there documentation that the student does not have limited English proficiency (proficient on the KELPA)?<br>❖ What is the impact of the exceptionality and what issues are the result of language and cultural differences?<br>❖ How has the spoken language in the home been addressed and how have barriers been removed?<br>❖ Was a language screener administered and how were the results used to address interventions?<br>❖ How has the team used the data from the KELPA assessment to determine if language is a factor?<br>❖ What input has been provided by the ESOL teacher regarding language acquisition and the impact on the student's learning?<br>❖ What language support is the student receiving to ensure access to learning across the school setting? |
| ✓ PLAAFPs must include baseline data for high-priority needs. | ❖ Does the academic baseline data reflect the skills found in the Kansas state standards or DLM Essential Elements?<br>❖ Is the baseline data specific, measurable, objective, and able to be assessed frequently to show growth?<br>❖ What natural data collection methods are currently being used that can provide the needed baseline data? |

# Checklist and Reflective Questions – IEP Goals

| Checklist | Reflective Questions |
|---|---|
| ✓ All of the annual goals in the IEP are designed to meet the student's needs that result from the student's disability or giftedness, to enable the student to be involved in and make progress in the general education or advanced curriculum. | ❖ Are all of the annual goals in the IEP designed to meet the student's needs that result from the student's disability or giftedness, to enable the student to be involved in and make progress in the general education or advanced curriculum?<br>❖ Is there a direct relationship between the annual goal, baseline data, and the needs identified in the PLAAFPs?<br>❖ How does the IEP team consider and prioritize a student's needs and determine how best to meet them?<br>❖ Do the goals reflect the highest-priority needs?<br>❖ Do the measurable annual goals describe the anticipated progress that will result from specially designed instruction the student will receive?<br>❖ Based on the student's current level of skills (academic, behavioral, social, communication, etc.), at what level of our school's general curriculum is the student successfully achieving now?<br>❖ What skills (academic & functional) does this student need to develop in order to take the next steps – to continue to access and progress in the general education curriculum?<br>❖ For gifted students, what skills does the student need to progress in the advanced curriculum?<br>❖ How does the data from the PLAAFP support the student's strengths in connection to accessing grade-level or advanced content in order to make meaningful progress?<br>❖ How is the input of all stakeholders reflected in the IEP goals?<br>❖ How are student voice and choice used in the IEP goal, and how will this promote positive dispositions? |
| ✓ All of the annual goals in the IEP are measurable.<br>**Q6 IDEA &Gifted File Review* | ❖ Does the annual goal contain all four critical components of a well-written goal?<br>• Behavior – clearly identifies the student's performance or skill which is being monitored<br>▪ How will the learned skills be exhibited? What will we see the student doing?<br>▪ Is the behavior being asked related to appropriate curriculum or standards or related to the disability that hinders the student's ability to progress?<br>• Condition – specifies the manner in which student progress toward the goal is measured and involves the application of skills or knowledge<br>▪ Using what materials – when presented with a 2nd grade reading text, with a 4th grade math probe |

| Checklist | Reflective Questions |
|---|---|
| | ▪ In what setting – where & when will it occur – on the playground, during unstructured time, during transition time, during instructional time, in the classroom.<br>▪ Under what circumstances – when given a story prompt, when given a 10th grade writing stem<br>▪ With how much support or assistance – with physical prompt, with verbal cues, independently<br>• Criterion – identifies how much, how often, or to what standards the behavior must occur in order to demonstrate that the goal has been achieved<br>▪ Where do you want the student to be one year from now?<br>▪ How does the student respond to new material?<br>▪ How does the student respond to different types of instruction?<br>• Timeframe – specifies the amount of time in the goal period<br>❖ Does every IEP have at least 1 goal?<br>❖ Where is the baseline for the goal to judge if the criteria are appropriate and if the student is making progress?<br>❖ Who will do the progress monitoring of the goal and report to parents (or legal education decision-maker)?<br>❖ How do the IEP annual goals include specific measurable skills that lead to the overarching content goals?<br>❖ How are the goals personalized to meet the needs of this student?<br>❖ How are the goals appropriately ambitious for meeting long term outcomes with clearly defined learning trajectories?<br>❖ Are the goals based on data contained in the PLAAFPs?<br>❖ What are the specific, prerequisite, and/or discrete skills or practices a student must acquire to demonstrate the key competencies of the grade?<br>❖ Is the scope of the goal specific to the grade level while also being significant enough to last the year?<br>❖ How will the student know the identified learning and behavior goals are being met? |

| Checklist | Reflective Questions |
|---|---|
| ✓ For eligible students with significant cognitive disabilities who receive instruction and support through grade-level alternate achievement standards, there is a description of benchmarks or short-term objectives for each annual goal. | ❖ How are the benchmarks related to the grade-level alternate achievement standards (i.e., Essential Elements)?<br>❖ How do the short-term objectives support the trajectory of learning to meet the benchmark goals?<br>❖ Is the short-term objective a sequential, progressive, intermediate measure of progress toward the annual goal?<br>❖ Is the short-term objective a restatement of the goal with a different criterion?<br>❖ Are the benchmarks a milestone that describe content to be learned or skills to be performed?<br>❖ Are the benchmarks distinct skills that are often independent of each other, but must be combined to meet the measurable annual goal?<br>❖ Are the benchmarks based on task analysis? |
| ✓ The student's progress toward meeting each annual IEP goal is measured and reported using the method and frequency described in the IEP.<br>*Q7 IDEA & Gifted File Review | ❖ How will the student's progress toward meeting EACH annual IEP goal be measured?<br>❖ Does the method reported to the parent (or education decision-maker) on the progress report match the method described in the IEP? (The goal, the baseline, and the progress report must use the same method of measuring the student's performance.)<br>❖ Was progress reported according to the frequency/intervals described in the IEP?<br>❖ When will periodic reports on the progress the student is making toward meeting each of the annual goals be provided? |

# Checklist and Reflective Questions- Specially Designed Instruction and Service Time

| Checklist | Reflective Questions |
|---|---|
| ✓ List of special education services is provided to align with the goals of the student's IEP. | ❖ How do the services support the student goals in a way that allows the student to access the grade-level material?<br>❖ What services must be included in order to provide specially designed instruction to meet the student's identified needs and ensure progress in the appropriate educational setting/content?<br>❖ Is the least restrictive environment considered for each service? |
| ✓ Alternate state assessment decisions were determined utilizing the KSDE Dynamic Learning Maps Participation Guidelines for Kansas.<br>• IEP includes a statement of why the student cannot participate in the general state or district assessment<br>• IEP includes a statement of why the particular alternate assessment selected is appropriate for the student | ❖ Does the student meet all criteria listed in the KSDE Dynamic Learning Maps Participation Guidelines for Kansas?<br>❖ How did the IEP describe why the student cannot participate in the general state and district assessments?<br>❖ How did the IEP describe why the particular alternate assessment selected is appropriate for the student?<br>OR<br>❖ Is there documentation that the student is gifted only?<br>❖ Is there documentation that this is a student who: (a) has been convicted as an adult under state law and is incarcerated in an adult prison?<br>❖ Is there documentation that the IEP team determined that the student with a disability will take a regular State and district-wide assessment? |
| ✓ The IEP contains a projected beginning date for EACH of the special education and related services, supplementary aids and services (including accommodations, program modifications, and supports for school personnel that will be provided. | ❖ Does the IEP include the projected date for the beginning of special education and related services, supplementary aids and services (including accommodations), program modifications and supports for school personnel?<br>❖ What is the projected date for the beginning of the service? |
| ✓ IEP addresses the related services provided to the goals of the student's IEP. | ❖ What data or evidence is necessary to ensure the related services support the student's goals?<br>❖ How are these related services assisting the student to benefit from special education?<br>❖ Is the least restrictive environment considered for each related service? |

| **Checklist** | ❖ **Reflective Questions** |
|---|---|
| ✓ IEP contains the anticipated frequency, location, and duration for EACH of the special education and related services, supplementary aids and services (including accommodations), program modifications, and supports for school personnel.<br>**Q8 IDEA and Gifted File Review* | ❖ Does the IEP include anticipated frequency, location and duration of special education and related services, supplementary aids and services (including accommodations), program modifications and supports for school personnel?<br>❖ When is the service going to be provided? (daily, weekly, or monthly) [FREQUENCY]<br>❖ Where is the service going to be provided? (general education classroom, SPED classroom, or job site) [LOCATION]<br>❖ How long is the service going to be provided? (during language arts block, during math class, 40 minutes, or 1 ½ hours) [DURATION]<br>❖ How is the team looking at data to determine the time for Specially Designed Instruction (SDI) being delivered? Has the learning environment in which the student receives instruction been considered?<br>❖ How have stakeholders (general ed and special ed) collaborated to identify the target areas and SDI needed to ensure student success with the IEP goals?<br>❖ How does the service time reflect what the student needs in order to make meaningful progress vs. what the master calendar allows?<br>❖ Do service dates align with dates of attendance?<br>❖ Has the general education teacher provided input on the amount of time the student needs services to make progress?<br>❖ What has the team discussed to determine the appropriate time for the student to receive related services in order to minimize the impact of the student missing core content classroom lessons?<br>❖ Does the scheduling for related services consider the student's participation with same-aged peers or Tier 1 instruction?<br>❖ What considerations are being used by the team to determine the location of related services?<br>❖ What data supports the frequency of supplementary aids, services, and program modifications across settings (how, when, and why)? |

| **Checklist** | ❖ **Reflective Questions** |
|---|---|
| ✓ IEP addresses supplementary aids and services (including accommodations), program modifications, and supports for school personnel provided to align with the student's IEP. | ❖ What accommodations could be provided, tapping into a student's strengths, that would allow involvement in the general education class?<br>❖ What input has the general education teacher provided about the interventions and support available for the student in the general education setting?<br>❖ What input has the team, including the parent and student, discussed about accommodations and modifications that have worked for the student in making progress toward the annual goals?<br>❖ How is the team explicitly defining accommodations or modifications, and how and when they will be used (e.g., accommodations for assessment align to what is being used in daily instruction)?<br>❖ How will the team communicate to students, parents, and teachers when a modification has been made and how it will impact access to grade-level content?<br>❖ How will Special Education staff monitor the implementation of modifications and accommodations that occur in the regular education setting? |
| ✓ IEP lists the supplementary aids and services (including accommodations), program modifications, or supports provided to enable the student to be involved and make progress in the general curriculum. | ❖ What input from the student is being considered in program design?<br>❖ How is data on implementation and use of supplementary aids, services, and program modifications being analyzed and adjusted to ensure appropriateness and impact on outcomes?<br>❖ How are the supplementary aids, services, and program modifications being addressed across settings to ensure student access and involvement? |
| ✓Assistive technology has been considered and, if needed, is addressed in the IEP. | ❖ How has the team addressed the student's need for assistive technology; has the student had an assistive technology evaluation?<br>❖ What options for assistive technology has the team presented to parents? Has the team considered the accessibility, feasibility, usefulness, and generalization of assistive technology recommendations?<br>❖ Have we considered all types (both low-tech and high-tech) of assistive technology devices, including any piece of equipment used to increase, maintain, or improve functional capabilities of a student with disabilities? |

# Placement

## Checklist and Reflective Questions-Placement

| Checklist | ❖ Reflective Questions |
|---|---|
| ✓ The student's educational placement was determined at least annually. | ❖ Are there dates of placement decisions in the student's IEP or prior written notice documents?<br>❖ How did the team document that placement was discussed and determined within one year of the previous placement determination? What is the district understanding of where this will be documented?<br>• If using the IEP annual review for this requirement, you must allow for 10 calendar day notice of a date before or on the IEP team meeting date. |
| ✓ The student placement is in the LRE (least restrictive environment)<br>• The IEP must contain an explanation of the extent, if any, to which the child will not participate with children without exceptionalities in the general education class and in extracurricular and nonacademic activities.<br>• Children with disabilities are to be removed from the general education environment only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services or modifications cannot be achieved satisfactorily.<br>**Q11 IDEA and Gifted File Review* | ❖ How did the IEP team document that they considered or implemented placement in the regular environment with the use of supplementary aids and services before considering more restrictive environments?<br>❖ How did the IEP team document that the nature or severity of the disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily?<br>OR<br>❖ Is there documentation that this is a gifted only student?<br>❖ Is there documentation this is a student who: (a) has been convicted as an adult under state law and is incarcerated in an adult prison; and (b) the student's IEP team has modified the student's IEP or placement because the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated?<br>❖ How is the Least Restrictive Environment (LRE) being addressed and implemented in the goals?<br>❖ How has the team determined what the student needs to be successful in the general education classroom (or other LRE)?<br>❖ How can this goal be addressed in the general education classroom with additional services and supports? |

# Transition (Students who will be 14 or older during the time period of the IEP)

## Checklist and Reflective Questions – Transition

| Checklist | Reflective Questions |
|---|---|
| ✓ There is a measurable postsecondary goal for education/training.<br>*Indicator Checklist #1 | ❖ Does the IEP include a postsecondary goal for education/training?<br>❖ Is the postsecondary goal worded in terms that are measurable as an outcome?<br>❖ Will the postsecondary goal occur after the student exits from school?<br>❖ Is the postsecondary goal clearly based on an age-appropriate transition assessment?<br>❖ Is the postsecondary goal directly related to the student's strengths, needs, preferences, and interests in education/training?<br>❖ How are the assessment results used in generating the postsecondary goal in education and training with student input (based on preferences and interests)?<br>❖ In what ways is the student supported through high expectations and choices for the postsecondary goal in education and training?<br>How often does our team coordinate with general education teachers, school counselors, and CTE to make sure the student has access to the general curriculum and is adequately prepared for postsecondary education and training? |

| Checklist | Reflective Questions |
|---|---|
| ✓ There is a measurable postsecondary goal in employment.<br>*Indicator Checklist #2 | ❖ Are the IEP include a postsecondary goal for employment?<br>❖ Is the postsecondary goal worded in terms that are measurable as an outcome?<br>❖ Will the postsecondary goal occur after the student exits from school?<br>❖ Is the postsecondary goal clearly based on an age-appropriate transition assessment?<br>❖ Is the postsecondary goal directly related to the student's strengths, needs, preferences, and interests in employment?<br>❖ How are the assessment results used in generating the postsecondary goal in employment with student input (based on preferences and interests)?<br>❖ In what ways is the student supported through high expectations and choices for the postsecondary goal in employment?<br>❖ How often does our team coordinate with general education teachers, school counselors, and CTE to make sure the student has access to the general curriculum and is adequately prepared for postsecondary employment? |
| ✓ A measurable postsecondary goal for independent living is considered.<br>*Indicator Checklist #3 | ❖ Does the IEP include a postsecondary goal for independent living, when appropriate?<br>❖ Is the postsecondary goal worded in terms that are measurable as an outcome?<br>❖ Will the postsecondary goal occur after the student exits from school?<br>❖ Is a measurable goal that covers independent living not appropriate or needed for this student?<br>❖ Is the postsecondary goal clearly based on an age-appropriate transition assessment?<br>❖ Is the postsecondary goal directly related to the student's strengths, needs, preferences, and interests for independent living?<br>❖ How are the assessment results used in generating the postsecondary goal for independent living with student and family input (based on preferences and interests)?<br>❖ In what ways is the student supported through high expectations and choices for the postsecondary goal in independent living?<br>❖ How often does our team coordinate with general education teachers, school counselors, and CTE to make sure the student has access to the general curriculum and is adequately prepared for postsecondary independent living? |

| Checklist | Reflective Questions |
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| ✓ The postsecondary goals were updated annually<br>*Indicator Checklist #4 | ❖ Are the postsecondary goals updated annually?<br>❖ Was the IPS reviewed and the IEP annual review integrated and aligned |
| ✓ The PLAAFPs are based on and informed by the transition assessments<br>*Indicator Checklist #5 | ❖ Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment?<br>❖ Is there documentation of at least one transition assessment which appears to be appropriate for the age/grade level of the student?<br>❖ Was the transition assessment used to provide information on the student's needs, strengths, preferences, and interests?<br>❖ Do the assessment results demonstrate a clear connection to the postsecondary goals?<br>❖ Is there reference to career assessments from the IPS?<br>❖ Do the PLAAFPs reference the results of the transition assessment?<br>❖ Do the transition assessment results demonstrate a clear connection to the postsecondary goals, IPS, present levels, transition services, courses of study and annual goal(s)? |
| ✓ Identify transition services in the areas of instruction, related services, community experiences, employment, other post-school adult living objectives, and if appropriate, acquisition of daily living skills and a functional vocational evaluation.<br>*Indicator Checklist #6 | ❖ Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?<br>❖ Is there at least one transition service included in the IEP for each postsecondary goal?<br>❖ Is there documentation that individual services/activities were considered but are not necessary?<br>❖ Are the transition services of the IEP aligned with the IPS plan of study?<br>❖ Did multiple responsible parties coordinate assigned services to meet transition needs? |
| ✓ Identify the courses of study needed to assist the student in reaching his/her measurable postsecondary goals<br>*Indicator Checklist #7 | ❖ Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?<br>❖ Are the courses of study multi-year description of coursework from the student's current to anticipated exit year?<br>❖ Are the courses of study designed to help the student achieve the desired postsecondary goal(s)"<br>❖ Were the courses of study updated annually?<br>❖ Are the courses of study aligned with the IPS plan of study?<br>❖ Was the participation of the student and family in decisions about the courses of study documented? |

| Checklist | Reflective Questions |
|---|---|
| ✓ IEP goals are related to transition service needs.<br>*Indicator Checklist #8 | ❖ Is (are) there annual IEP goal(s) that are related to the student's transition service needs?<br>❖ Do all annual goals support and relate to the student's postsecondary goals?<br>❖ Are the annual goals related to the student's postsecondary goals measurable?<br>❖ How do the annual IEP goals align with the areas of need resulting from the transition assessment?<br>❖ How are the annual IEP goals related to the transition service needs? |
| ✓ The student was invited to the IEP meeting to consider postsecondary goals and transition services.<br>*Indicator Checklist #9 | ❖ Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?<br>❖ Did the student participate in the IEP meeting?<br>❖ Did the student receive training in skills to participate effectively (self-advocacy)?<br>❖ How are students actively participating in or leading their transition IEP meetings? |
| ✓ Agency representative if appropriate and with consent from the parents was invited to the meeting.<br>*Indicator Checklist #10 | ❖ If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?<br>❖ Was the representative invited to the IEP with the documented consent of Parent (or student if 18 or older) as evidenced by meeting notice?<br>❖ Was a representative of a participating agency not required, or parent or adult student did not provide consent?<br>❖ Is there evidence of the representative's role or services that appear in the IEP or IEP meeting notes? |

For more information, contact:

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