

Exemplary Checklist

Indicator 13 Language	Exemplary – Highest Level of Performance 3
1. Evidence that the student was invited to the IEP Team Meeting	Please check: <input type="checkbox"/> Evidence of student written invitation <input type="checkbox"/> Student participated in the IEP Meeting <input type="checkbox"/> Student preferences and interests are evident in IEP
2. Evidence that, if appropriate, a representative of any (Secondary Transition) 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	Please check: <input type="checkbox"/> A representative of a participating agency was invited to the IEP with the parent or student’s consent as evidenced by meeting notice (or similar document) <input type="checkbox"/> Evidence of their role or services appeared in the IEP
3. Includes appropriate measureable post school goals	Please check: <input type="checkbox"/> The IEP includes a post school goal for employment, post secondary education/training and independent living when applicable and is worded in terms that are measureable as an outcome <input type="checkbox"/> It is based on age appropriate transition assessment
4. Based upon an age appropriate transition assessment	Please check: <input type="checkbox"/> There are 2 or more transition assessments used that are appropriate for the age/grade level of the student <input type="checkbox"/> All assessments are available for review (either in the record) or at the school <input type="checkbox"/> The assessment results demonstrate a clear connection to the post school goals, present levels, transition services, program of study, and annual goal
5. Present level of Academic and Functional Performance (PLoP) references post school goals, skills and Transition Assessment	Please check: <input type="checkbox"/> The PLoP describes specific quantitative baseline data related to current level of academic and functional skills as they relate to the student’s desired post-school goals <input type="checkbox"/> The PLoP references Transition Assessments <input type="checkbox"/> The transition assessment results demonstrate a clear connection to the student’s post-secondary goals
6. Transition services that will reasonably enable the student to meet those post school goals	Please check: <input type="checkbox"/> The transition services described in the IEP appear to be a coordinated set of activities that reasonably assist the student in reaching their post school goals <input type="checkbox"/> There are several statements of transition service included in the IEP for each post-school goal
7. Including courses of study that will reasonably enable the student to meet those post school goals	Please check: <input type="checkbox"/> There is a course or program of study indicated in the IEP that is clearly aligned with the student’s post school goals
8. Student indicated assurance that they are in agreement with the post school goals and was provided information on the transition requirements	Please check: <input type="checkbox"/> Student indicated assurance that they are in agreement with the post school goals and was provided information on the transition requirements
9. Annual IEP goals related to the student’s post school goals	Please check: <input type="checkbox"/> All annual goals are supported and are related to the student’s post school goals