**Question 1:** Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

**Where To Look**
- IEP Invitation

**Evidence**
- IEP Invitation is addressed to student and/or
- PowerSchool Contact Log

**Question 2:** Is there evidence of prior consent of the parent or student, who has reached the age of majority, to invite an agency?

**Where To Look**
- Community Agency Involvement and Consent to Invite Document

**Evidence**
- If YES, then for every IEP Team Meeting there is a signed Consent to Invite Community Agencies. If the parent does not respond to the request for consent then "no response..." on the form.
- If NO, then a signed consent is not needed.

**Question 3:** Is there evidence that, if appropriate, a representative of any participating agency [that is likely to be responsible for providing or paying for transition services] was invited prior to the IEP Team meeting?

**Where To Look**
- Community Agency Involvement and IEP Invitation

**Evidence**
- If YES, then the IEP Invitation needs to include the name of the agency representative, in the salutation line.
- Parents/students need notice of Who will attend.
- If NO, then a signed consent is not needed.

*Use the Community Agency Rep. line so the Agency in in the salutation line on the Invitation*
**Question 4:** Is there evidence of a postsecondary goal that is based on age appropriate transition assessment(s) for Employment, Postsecondary Education/Training, Adult Living and Community Participation.

**Where To Look**
Transition Assessments Completed

**Evidence**
Date, name and brief description of the outcomes of the assessment
OR
Date and name of assessment with a description of outcomes in the PLAAFP.
A student or parent interview alone is not sufficient.

**Question 5:** Does the IEP include appropriate measurable postsecondary goals in the area of Employment (required), Postsecondary Education/Training (required), Adult Living and Community Participation.

**Where To Look**
Postsecondary Goals and Transition Activities

**Evidence**
The postsecondary goal must be written in terms of what will occur after the student completes high school or secondary program.
Helpful Postsecondary Goal Formula

**Question 6:** Are the postsecondary goals updated annually?

**Where To Look**
Current IEP and Previous IEP

**Evidence**
IEP is current and postsecondary goals were updated from the previous IEP. It is helpful to include both goal statements.
If the previous goals have not changed, then include a statement that the goal will continue.
**Question 7:** Does the IEP include transition services that will reasonably enable the student to meet his or her postsecondary goals?

**Where To Look**
Postsecondary Goals and Transition Activities

**Evidence**

Document at least one transition activity/service needed.

Only one transition activity/service is required, however each transition area must be “considered” when planning transition activities/service to ensure FAPE.

Transition activities/services provide exploration experiences to help the student move closer to the postsecondary goals.

**Question 8:** Does the IEP include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

**Where To Look**
Course of Study

**Evidence**

Identify if the student will take classes leading to a diploma or certificate of completion.

Course of study is a multi-year description of coursework, from current date to anticipated date of exit, that will allow the student to build knowledge and gain experience through coursework in their postsecondary goal area.
**Question 9:** Are there annual IEP goals related to the student’s transition services needs?

**Where To Look**
- PLAAFP, Transition Section and Annual Goal

**Evidence**
- At least one postsecondary goal should indicate there is a measurable annual goal.
- At least one measurable annual IEP goal supports the student’s transition services (In order to...)

For the goal to be **measurable** there must be a current level (PLAAFP) and target (goal page)

**Measurable Annual Goal**

**Goal Format:** In order to (post secondary goal), the student will (specific skill) at (target/outcome), by (date) as measured by (tool).

**Measurable Formula:** Measurability = current level + skill + target + method of measurement

**MDE Measurability:** In determining the measurability of an annual goal, the PLAAFP needs to describe the current level of performance. This may include descriptive and/or quantifiable information that connects to the mastery in the annual goal.

**Question 10:** Is there evidence that the student’s needs, taking into account their strengths, preferences, and interests, were considered?

**Where To Look**
- IEP Participants
  - OR
  - Reference to Student Interview

**Evidence**
- Student indicated as IEP Team participant
  - OR
  - Student Interview Listed
  - OR
  - Student’s preferences and interests were considered in the postsecondary goal (or somewhere else on the IEP)

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**Postsecondary Education/Training** — After you have finished school, what additional education or training will you pursue?

According to the September 2016 IEP and based on September 10, 2017 student interview, after graduation, Student will attend community college and take coursework leading to an Associate Degree in Dental Hygiene...