**Did You? – Checklist**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* + Invite the student to the IEP?
  + Have student sign the Invite form to state he / she will attend the meeting?
* Include an opening paragraph that contains information on disability, services being provided, para-support, modifications that have worked in the past, level of independence, & future goals related to education, employment, & independent living.
* Statement in academic & functional level tying information provided to the future. Don’t forget to add dates with assessments.
* Name the transition assessment used to provide information on interests & post school goals in the post secondary bullet of the PLAAFP(Present Ed. Level of Academic Achievement and Functional Performance).
* Include detailed results of the transition assessment in the post secondary bullet of the PLAAFP(Present Ed. Level of Academic Achievement and Functional Performance).
* Include information on AGENCY contacts in the post secondary bullet of the PLAAFP(Present Ed. Level of Academic Achievement and Functional Performance).
* Include post secondary goals written to occur after high school. (Education, Employment, & Independent Living)
* List courses under EACH post school goal.
* List a service linked to the MAG (Measureable Annual Goal) under each goal that is needed (Education, Employment, & Independent Living).
* List a minimal of one ACTIVITY (BEST 3 – 5) under each goal that is needed (Education, Employment, & Independent Living).
* All measureable annual goals contained in IEP (Condition, Name, Clear Behavior, Performance Criteria to include: performance level, schedule, number of times to mastery)



= 100% Compliance