

Student-led IEP Transition Checklist

Before the IEP

- Age appropriate assessment(s)
 - Formal assessments, include scores (e.g. EXPLORE, PLAN, ACT, Utah Futures, Interest Inventory)
 - Informal assessments, do not include scores, parent involvement as necessary (e.g. Observations, Interviews, Questionnaires, Environmental Analysis, Curriculum Based Assessments, CCR Inventory)

Any test that is individually designed for a specific student must include consent for testing

- Collaborate with students, parents, counselors, CTE, and outside agencies as appropriate. (e.g. Voc Rehab, DSPD, Workforce Services).

Collaboration and participation with outside agencies requires parental consent via "Release of Information form" (SPED website- Forms)

- Assessment administered and protocol/results placed in file. (Parent included when appropriate)
- Share assessment information and determine transition goals with student. "Student-led IEP Script" (SPED website-Resources)
- Coordinate with school/district resources. (e.g. school counselors, tech centers, work release, internships, Electronic High School)
- Write draft IEP including transition PLAAFPS/goals with student, using rubric "Student-led IEP Goals." (SPED Website- Forms)
- Complete sections 5 and 8 on IEP (use parent input when appropriate).
- With counselor input**, list courses of study related to transition goals. (List specific classes that will support student in achieving college and career goals)
- Support student in preparing a Student-led IEP meeting as appropriate. (e.g. role play, scripting, technology)
- Help student to prepare a meeting agenda.
- Prior notice of meeting (send at least 10 days prior to meeting).

During the IEP

- Assign a notetaker (ensure notes are taken concerning proposals about transitions, substitutions, and the consequences of proposed trajectory)

- Have student make introductions and provide draft copies of the IEP (Let student lead the IEP as much as they can, use script for support).

- Support the student in discussing their transition plan (Section 8) - Use student created agenda.

- Review previous IEP with team.
- Discuss the present levels and have student discuss strengths.
- Student will present and discuss goals.
- Revise draft based on parent and team member input (Teacher-led).
- Complete and review remaining sections of IEP (Teacher-led).
- Summarize meeting (Teacher and Student).
- Obtain signatures.
- Provide parents/students with copies of all paperwork.