

COUNTDOWN TO IEP TIMELINE



Student Name _____

IEP Date _____

3 Months Before IEP Due Date	Date completed
Plan for Assessments: Conduct at least two NEW age-appropriate transition assessments. (Must be current within the IEP year). • <i>Check:</i> Are assessments conducted in an ongoing (over time) manner and individualized according to student need? • <i>Check:</i> Assessments must be connected to meaningful information that is needed. This is individualizing the transition assessments.	
Evaluate and Plan for Course of Study: Print the student's transcript and look at what is planned going forward. Does the list of classes planned explicitly support their post-secondary goal? If modified coursework or "life skills" classes, is narrative provided that explains 1) what will be taught, and 2) the connection to PSGs. Course of study MUST include courses to the anticipated graduation date, including any 18+ programming. Include a statement that clearly connects coursework to PSGs. • <i>Plan:</i> Connect with the counselor to determine course planning options for the upcoming IEP/Academic year. Share information with students and parents about these courses to identify the connections to PSGs. Explicitly state the manner in which the courses connect to PSGs.	
Obtain Agency Consent: Gather consent from parents and student (if age of majority) to invite Agency personnel that may support the student in achieving postsecondary goals. Ensure you have written parent/adult student consent to invite them. Document all contacts, including verbal/email or text consent. Signed consent is still required. • <i>Check:</i> Agency consent occurs prior to the notice of IEP meeting. • <i>Plan:</i> Agency participation can include formal agencies (such as VR, DD, PTI) or it can include others such as LMHP, Community Partners, College Accommodations Personnel, etc.)	
2 Months Before IEP Due Date	
Draft Measurable Postsecondary Goals: With the student, write the draft goals for Education/Training, Employment, and Independent Living from their present level of performance and completed transition assessments. If there is no Independent Living Goal you MUST have data to support this. • <i>Plan:</i> Have you met with the student to review the present level of performance AND transition assessment PRIOR to drafting measurable postsecondary goals and annual goals? • <i>Check:</i> Are they measurable and observable? (Use "will", not "plans to"). Do they occur <i>after</i> graduation (end of school services?) • <i>Tip:</i> Use language that is student friendly and easily understood. Connect language to clear and specific outcomes so students can easily connect and engage with the learning process and outcomes.	

Update and Draft Transition Services: With the student, identify a list of potential specific activities (Instruction, Related Services, Community Experiences, Employment objectives) that will help them reach those goals. • <i>Check:</i> Ensure activities are one time or short term in nature that are measurable and observable. • <i>Check:</i> Are they individualized to meet the needs of the student in further refining and understanding PSGs and the steps needed to accomplish them? • <i>Check:</i> Completed previous transition activities and if they have been documented in the transition present level of performance.	
Draft Annual Goals: With the student and parent, draft potential annual IEP Goals. Crucial Link: Ensure at least one annual goal links directly to their transition needs. Data needs to be indicated in the Present Level of Performance, including progress on previous goals. • <i>Check:</i> Utilize the SMART goal format with baseline to goal line based upon data for all goals.	
Create Student/Parent Invitation: Create the "Invitation to Meeting." Explicitly list the student's name on the invitation. • <i>Compliance Note:</i> Even if the student doesn't attend, you <i>must</i> have evidence they were invited. • <i>Plan:</i> How did you share the invitation with the student? Document this in the IEP notes.	
Include Agency Invitation: Send the invitation to the outside agency rep (if consent was obtained). If consent was NOT obtained, prepare information to share with parents and student if they choose to access at a later date. You must include information that the student or family can access at a later date.	
1 Month Before IEP Due Date	
Prep the Student: Meet with the student to review assessment results and develop and review drafts of goals. Share progress on current IEP goals. Coach them to lead the transition section of the IEP meeting. Discuss and identify transition activities that support PSGs. Provide connections between present level of performance and transition assessments to setting PSGs. • <i>Tip:</i> Utilize language and vocabulary that is student friendly. Allow the student time to process the results and generate some choices to choose from if decision making is not a strength.	
Prep the Family: Preplan with the parent/caregiver to review their assessments and goals. Answer any questions and explain any processes that may be unfamiliar. Provide connections between present level of performance and transition assessments to setting PSGs.	

During the IEP Meeting	
Annual Update of goals: Discuss the new data and how it changed the goals from last year. • <i>Tip:</i> Share progress on previous goals. This must be DATA specific. This will be recorded in the Present Level of Performance.	
Discuss proposed areas for goals: Ensure these goals meet the requirements of connected to the PSGs as well as supporting the development of skills with regard to their disability. • <i>Check:</i> Make sure language is easily understood by the student and the parent/caregiver. Avoid technical jargon and make the goals relatable and applicable.	
Student Participation: If the student attended, document their input. Include opportunities for the student to lead the IEP and what they shared. If they didn't, document the steps you took to get their input prior to the meeting.	
Agency Connection: Ask about outside agency connections. Gather contact information and names for these and determine the status of applications or services. Clearly explain any services that may be beneficial for the young adult in the future. • <i>Tip:</i> If parents have not given permission for agency connections you must share information so parents may access this at a later date.	
PWN: Document each decision the IEP team makes, including data, discussion and decision surrounding the elements of the IEP. The PWN is created during the IEP team meeting and is intended to capture the discussion and decision that builds the IEP.	
After the IEP Meeting	
Place team decisions into the IEP document: Complete this within 5 working days.	
Send Draft to Students and Parent/Caregiver for Review: Make any changes and finalize within 10 working days of the IEP date or within the timeline indicated in your district. • <i>Check:</i> Changes that alter the substance of the IEP require reconvening of the IEP. When in doubt, ask an administrator. Document conversations in a notes page or on school identified documentation forms.	
Begin the process again: Plan ahead to deliver timely services and assessments for the next IEP cycle. Consider MDT dates and adjust accordingly. Review MDT for content that allows for Adaptive Behavior assessments as well as Intellectual, Communication, Behavioral or other assessments. • <i>Tip:</i> Transition is an on-going process that must be documented and delivered as identified in IDEA and Rule 51. Communicate with other team members and professionals to gather input in an on-going manner to meet the intent.	