### PREPARING FOR THE I.E.P. MEETING

#### TRANSITION

**Gathering Information on Interests and Preferences as it relates to future training, employment and independent living:**

What are my child’s interests/preferences

__________________________________________________________________________

__________________________________________________________________________

How was this information gathered?

__________________________________________________________________________

__________________________________________________________________________

How was this information shared with the I.E.P. team?

__________________________________________________________________________

__________________________________________________________________________

Is all of this information contained in the section of the I.E.P: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT/ FUNCTIONAL PERFORMANCE?

__________________________________________________________________________

__________________________________________________________________________

**Other important information:**

Does my child understand her/his disability?

__________________________________________________________________________

__________________________________________________________________________

Does my child understand what is done at school to help them succeed?

__________________________________________________________________________

__________________________________________________________________________

Notes/Questions:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Present Level of Academic Achievement /Functional Performance

should contain:

1. Information on the student’s present level of instruction (including assessment information, accommodations and supports).

2. Information on the student’s present level of functional performance (including assessment information).

3. Describe student’s performance on previous I.E.P. goals.

4. Explain how the student’s disability effects her/his performance in classes.

5. Identify the student’s strengths.

6. Identify the student’s needs.
<table>
<thead>
<tr>
<th>Post Secondary Goals</th>
<th>Discussed in the IEP meeting?</th>
<th>Used for planning the course of study?</th>
<th>Used for planning activities and services?</th>
<th>Did this goal lead to a measurable annual goal in the I.E.P.?</th>
<th>Connection to community support and/or agencies?</th>
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</thead>
<tbody>
<tr>
<td>Post Secondary Education and Training</td>
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<td>Employment</td>
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<tr>
<td>Independent Living</td>
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