

# 5-Step Process

## IEP Meeting Agenda

Welcome / Introductions



Discuss and identify the student's post-school desired goals or vision and preferences and interests in the following areas:

- Adult Living
- Career/Employment
- Community Participation
- Post-Secondary Education/Training



Discuss the student's Present Level of Academic Achievement and Functional Performance in each of the areas above.

Identify:

- Where the student is functioning in relation to where he/she wants to go and what he/she wants to do beyond school and;
- Student strengths, as well as relevant challenges.



Design a Course of Study (Statement of Transition Service Needs) that;

- Is a long-range educational plan or multi-year description of the educational program;
- Is meaningful to the student's future and will motivate him/her to complete school; and
- Directly relates to the student's anticipated post-school goals and the student's preferences and interests.



Develop a Statement of Needed Transition Services for students 14 years old, or younger if appropriate. Design a coordinated set of strategies/activities that:

- Includes interagency linkages and responsibilities;
- Identifies agencies/persons who will provide or pay for services;
- Directly relates to the student's anticipated post-school goals and the student's interests and preferences;
- Promotes movement from school to post-school goals; and
- Considers;

- Adult Living
- Daily Living Skills
- Functional Vocational Evaluation
- Employment
- Community Experiences
- Relates Services
- Further Education
- Other



Develop IEP goals and short-term objectives for special education services.