# TCM TIDBITS

## Thanks for all of your help with the December 1st count!

Have we mentioned to be sure to FINALIZE ALL FORMS?

Finalizing documents & checking the "Pending Listing" report in myIDEA are the most effective ways to ensure that your students are counted for funding purposes.

The TCM's will be out checking transferring files. Be sure to address the educational level change for students transferring from Preschool to Kindergarten, Jr. High to High School, to Post- High School. Please remember district policy states any transferring files that have IEPs or Eligibilities due before October 31st must be done before the file is sent to the receiving school.

### MOVE-IN BUTTON IN MYIDEA

The move-in button is only available for 90 school days after new student enrollment. Please remember to follow the move-in procedure and **finalize** this form as its sets eligibility and IEP timelines, district assessment participation, goals for reporting progress, and SCRAM. For students who began the year as a move-in, the window to finalize the move-in form is closing. If you have not, please do this before January 13th. If for some reason the move-in button should be active, but isn't please contact Tom Johnson – tomjohnson@dsdmail.net

**PIE Site link:** Move-in Procedure

**Transition Plan Changes** in the IEP for Secondary Students go live on January 3rd students turning 14 years of age during the IEP year are now required to have a transition plan. Please Finalize all completed 7th & 8th grade IEPs prior to January 3rd. Please see the attached letter for more information.

PLEASE CONTINUE USING THE 2014 PROCEDURE SAFEGUARDS UNTIL FURTHER NOTICE. AN ORDER HAS BEEN PLACED FOR THE NEW VERSION. WE WILL NOTIFY YOU WHEN THE NEW VERSION IS AVAILABLE.

Secondary Teachers:

As you know, the age for developing a transition plan has been changed from age 16 to age 14. Our district will be putting this into effect on January 3rd.  As we begin to shift the transition plans to age 14 we want to make this as smooth as possible. Here are some things you will need to know.

1.  Any IEP that has not been finalized before you go off for the winter break, will have a transition plan section when you get back. **If you can, please, please, please finalize any IEP before you go off on vacation.**

2.  We know that most of our kids turn 14 in 8th grade but we have a few who are in 7th grade and some even in 9th. Due to this, we are changing the way we do transition plans. Beginning on January 3rd, any student who is turning 14 in the year of the IEP will require a transition plan. Here is a better explanation.

    a.  7th grade IEP is due 2/3/2017, student birth date is 3/4/2003.  Based on this he will 14 during the next IEP year. On the IEP, which I would write in February, I would need to include a transition plan.
    b.  7th grade IEP is due 5/3/2017, student birth date is 6/24/2004. Based on this he will not being turning 14 in the next IEP year. You are not expected to include a transition plan on this IEP so will check the boxes that are explained on the next page.

3.  We know it would be so simple to just have the transition plan pop up when it is needed, however, due to our system, that cannot be done. The law states "beginning not later than the first IEP to be in effect when the student turns 14 or younger if determined appropriate by the IEP team".  So a team can determine that a transition plan may be needed even earlier than age 14.  By having it open in their 7th grade year, it gives you the opportunity to begin the discussion with parents about transition and when it is a good time to start. To help with this discussion, we have placed boxes in the areas needed that you can check to show the transition plan was not needed due to age. This way you will still be able to finalize the document and have proof that it was considered but determined not necessary. Below I have screen shots of what those look like. As you go through an IEP look closely for what has changed.

4.  Every student will have the transition plan open up in 7th grade, however you now have the option to click buttons to show that it is not needed due to age. Here are some screen shots to show what it looks like.

    **This first is the first thing you review on the IEP. If student will not be 14 in the IEP year you click the button that is shown.**



**1. Transition Plan Review**
Has the IEP team reviewed the previous year transition plan in preparation for the development of the current transition plan?  ○ Yes
○ Not applicable. This is the first transition plan.
○ Not applicable, student will not turn 14 years of age prior to IEP due date.

**2. Age Appropriate Transition Assessments, Measurable Post-Secondary Goals and Services**

**This is showing the assessment box. If the student will not be 14 in the IEP year, you write the bolded statement in the box.**

3. Summary of Transition Assessment
*Professional Notes Regarding Summary of Transition Assessment*

- *It is not necessary to show past transition assessments that are no-longer relevant to the student's needs.*
- *This field is for the information obtained from current age appropriate tranition assessment and relevant information from past assessments.*
- *If transition assessment from previous academic years will remain in this field, please date the older information (at a minimum month/year).*
- *Enter the current information which aligns with the transition assessment date at the top of the section. Include the date with this information for easier management on future transition plans.*
- *If student is not turning 14 during this next IEP year, please document the following in the assessment box: "N/A The transition plan is not required based on age and student will not be turning 14 years of age during this IEP year."*

**As you know, there are three areas of transition: Education/Training, Employment and Independent Living skills. Each one of these areas now has a box you can check if the student is not turning age 14 in the IEP year.**

**B. Appropriate measurable post-secondary goals and transition services (including academic and functional goals):**
**PSE 1. Post-Secondary Education or Training Transition Goals**
☐ Transition plan not required based on age and student will not turn 14 years of age prior to IEP due date.

7th Grade: After leaving school the student will _____
8th Grade: After leaving school the student will _____
9th Grade: After leaving school the student will _____

**Each of the three areas has this also which you would also check if the student is not turning age 14 the year of the IEP.**

**E 2. Employment Transition Services**
**A.** Transition services can be provided by the local education agency, parents, outside agencies etc. The following transition services, experiences and/or specialized instruction were considered for the student. Taking into account his/her preferences, interests, strengths and needs, as documented in the PLAAFP statement, Summary of Transition Assessment & the Courses of Study, those services not marked were considered but are not needed. The services necessary for him/her to progress toward his/her Employment goals are marked.
* ☐ Transition plan not required based on age and student will not turn 14 years of age prior to IEP due date.
☐ Education/Instruction
☐ Related Services
☐ Community Experiences
☐ Career/Employment
☐ Adult Living Skills/Daily Living Skills

**The last box is Courses of Study. You would write the following statement in the box.**

**4. Transition Plan Courses of Study**

Identify courses of study to assist student in reaching post secondary goals. This must be a multi-year plan reviewed and revised annually that specifies the educational courses and experiences that will assist the student in achieving his/her post secondary goals:

*If student is not turning 14 during this next IEP year, please document the following in the Courses of Study box:* **"N/A The transition plan is not required based on age and student will not be turning 14 years of age during this IEP year."**

Thank you for your cooperation as we adjust to these new regulations that the state has given us.

Lisa Wall & Tom Johnson