B-13 Data Collection, Updates and Discussion

Larry Stemple
Wayne RESA
April 12, 2019
Today’s Topics

• Some Transition Planning Basics
• Sample Transition Case Study Review
• B-13 Data Collection Update from MDE
• A review of the recent B-13 Data Collection Results
• A Review of the 2019 B-13 Checklist and requirements
• Writing Measurable Postsecondary Goals
• Writing Measurable Annual IEP Goals
• Connecting the Two Goals
• Discussion
Your Folder Handouts

• RESA Transition IEP Review Checklist
• Compliance Checklist with Tips (October 2018)
• MDE Guidance Measurable Annual IEP Goals (April 2017)
• Wayne RESA Goal Writing Rubric
• Tips For Writing Measurable Postsecondary Goals (October 2018)
• Tips For Aligning Measurable Postsecondary Goals and Measurable Annual IEP Goals (March 2019)
• Samples of Transition Services and Activities
• Blank Case Study Transition Planning Form
• Stu’s PLAAFP Information
Eligibility – Age 26

MARSE R 340.1702 “Student with a disability” defined.
Rule 2.

"Student with a disability" means a person who has been evaluated according to the individuals with disabilities education act and these rules, and is determined by an individualized education program team, an individualized family service plan team, or an administrative law judge to have 1 or more of the impairments specified in this part that necessitates special education or related services, or both, who is not more than 25 years of age as of September 1 of the school year of enrollment, and who has not graduated from high school. A student who reaches the age of 26 years after September 1 is a "student with a disability" and entitled to continue a special education program or service until the end of that school year.
## THE NUMBERS-2018

### Students with Disabilities

<table>
<thead>
<tr>
<th>Age</th>
<th>Statewide</th>
<th>Wayne RESA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-26 years old</td>
<td>207,341</td>
<td>36,721</td>
</tr>
<tr>
<td>0-2 years old</td>
<td>4,993</td>
<td>807</td>
</tr>
<tr>
<td>3-5 years old</td>
<td>21,624</td>
<td>3,092</td>
</tr>
<tr>
<td>6-21 years old</td>
<td>177,153</td>
<td>32,134</td>
</tr>
<tr>
<td>22-26 years old</td>
<td>3,571</td>
<td>688</td>
</tr>
</tbody>
</table>

### Transition Age Students with Disabilities

<table>
<thead>
<tr>
<th>Grade</th>
<th>Statewide</th>
<th>Wayne RESA</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th</td>
<td>14,541</td>
<td>2,568</td>
</tr>
<tr>
<td>9th-12th</td>
<td>56,221</td>
<td>10,214</td>
</tr>
<tr>
<td>Ungraded (must 18 or older)</td>
<td>7,544</td>
<td>1,368</td>
</tr>
</tbody>
</table>

### Transition Age Students with Disabilities (High School)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Statewide</th>
<th>Wayne RESA</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>15,299</td>
<td>2,911</td>
</tr>
<tr>
<td>10th</td>
<td>14,678</td>
<td>2,731</td>
</tr>
<tr>
<td>11th</td>
<td>13,331</td>
<td>2,252</td>
</tr>
<tr>
<td>12th</td>
<td>12,913</td>
<td>2,320</td>
</tr>
</tbody>
</table>
Appropriate Planning for Students:

• Who are these students?

• When was the discussion about diploma?

• Do they really belong in a program that will not lead to a diploma?

• What does the school need to do to get them ready?
• The Michigan Merit Curriculum (MMC) legislation states:
  – “The board of a school district or board of directors of a public school academy shall ensure that each pupil in Grade 7 is provided with the opportunity to develop an educational development plan, and that each pupil has developed an educational development plan before he or she begins high school.”

  MCL 380.1278 b (11)
Improving Educational Planning and Achievement for All Students

• Improving the achievement of all students means improving the education planning for all students.

• The first step in developing an individualized approach to learning starts with the Educational Development Plan (EDP).

• By 9th grade
Essential Elements for EDPs

1. Personal Information
2. Career Goal(s)
3. Educational/Training Goal(s)
4. Assessment Results
5. Plan of Action
6. Parent Consultation/Endorsement
   - (under age 18)
The EDP and the IEP: Both Based on Learning and Student’s Perspective

Who am I? Where am I going? How do I get there?

• Identifying values, temperament, and desired adult lifestyle.

• Exploring talents, likes and dislikes through interest inventories, hobbies and experiences with subjects in school.

• Experiencing real-work through field trips, volunteer work, part-/full-time jobs, interviewing various workers, tours, job shadowing and mentoring
<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH LANGUAGE ARTS (ELA)</strong></td>
<td>4</td>
</tr>
<tr>
<td>Proficiency in State Content Standards for ELA (4 credits)</td>
<td></td>
</tr>
<tr>
<td><strong>MATHMATICS</strong></td>
<td>4</td>
</tr>
<tr>
<td>Proficiency in State Content Standards for Mathematics (3 credits)</td>
<td></td>
</tr>
<tr>
<td>Proficiency in district approved 4th mathematics credit options (1 credit)</td>
<td></td>
</tr>
<tr>
<td>(Student must have a math experience in their final year of high school.)</td>
<td></td>
</tr>
<tr>
<td><strong>ONLINE LEARNING EXPERIENCE</strong></td>
<td></td>
</tr>
<tr>
<td>Course, Learning or Integrated Learning Experience</td>
<td></td>
</tr>
<tr>
<td><strong>PHYSICAL EDUCATION &amp; HEALTH</strong></td>
<td>1</td>
</tr>
<tr>
<td>Proficiency in State Content Standards for Physical Education and Health (1 credit); Or</td>
<td></td>
</tr>
<tr>
<td>Proficiency with State Content Standards for Health (1/2 credit) and district approved extra-curricular activities involving physical activities (1/2 credit)</td>
<td></td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>3</td>
</tr>
<tr>
<td>Proficiency in State Content Standards for Science (3 credits); Or beginning with the class of 2015:</td>
<td></td>
</tr>
<tr>
<td>Proficiency in some State Content Standards for Science (2 credits) and completion of a department approved formal career and technical education program (1 credit)</td>
<td></td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td>3</td>
</tr>
<tr>
<td>Proficiency in State Content Standards for Social Studies (3 credits)</td>
<td></td>
</tr>
<tr>
<td><strong>VISUAL, PERFORMING AND APPLIED ARTS</strong></td>
<td>1</td>
</tr>
<tr>
<td>Proficiency in State Content Standards for Visual, Performing and Applied Arts (1 credit)</td>
<td></td>
</tr>
<tr>
<td><strong>WORLD LANGUAGE</strong></td>
<td>2</td>
</tr>
<tr>
<td>(Effective beginning with students graduating in 2016)</td>
<td></td>
</tr>
<tr>
<td>Formal coursework OR an equivalent learning experience in grades K-12 (2 credits); Or</td>
<td></td>
</tr>
<tr>
<td>Formal coursework or an equivalent learning experience in grades (1 credit) and completion of a department approved formal career and technical education program or an additional visual, performing and applied arts credit (1 credit)</td>
<td></td>
</tr>
</tbody>
</table>
High School Information

MDE

• http://www.michigan.gov/mde/0,4615,7-140-28753_38924---,00.html
  or http://bit.ly/2kn2tU8

Personal Curriculum

• http://www.michigan.gov/mde/0,1607,7-140-6530_30334_49879---,00.html
  or http://bit.ly/2lr7c8p
EDP and IEP

- During the EDP process, students identify education, pathway and career goals in planning for the courses they will take.

- For students receiving special education, the EDP may help fulfill some of the IDEA requirement to identify:
  - Postsecondary goals
  - Provide transition services
  - Identify courses of study.

- The EDP and IEP outlines the “academic course of study.”

- The IEP also identifies the supports, accommodations, and services that are necessary to support the student’s success toward the EDP goals.
Certificate

- A high school diploma signifies a student has completed his/her high school career, taken and passed required courses, mastered the required academic standards, and met other graduation requirements.

- Some students find the diploma an unrealistic goal due to the rigor and extensive requirements of the MMC. They may complete their school career with some type of certificate of completion or possibly move into some type of post-high school programming.

- A certificate of completion is not an academic credential and there are no state course or grade requirements necessary to earn a certificate of completion.

- The decision of whether a student is working toward a diploma or a Certificate of Completion should be made by a planning committee, including parent and student, held before a student enters high school and reviewed after entrance.
### Best Practice: Example Course of Study

### Post-Secondary Goal: Certificate of Completion

<table>
<thead>
<tr>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
<th>Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English/Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening/Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Preparing to Achieve Postsecondary Goals

How do they leave?

• Graduate with a diploma

• Exit with a local certificate

• Ineligible (exit from special education)

• Age-out

• Dropout
Things We Think We Know

• Issuing a certificate of completion of some type does not end entitlement for special education students.

• Receiving a General Education Development (GED) certificate does not end special education entitlement.

• An Educational Development Plan (EDP) must be in place by 9th grade.

Beginning at 9th grade or even earlier, transition planning with parents and students is crucial!!!
Age of Majority in Michigan Student Information

In Michigan, the law states that you become a legal adult when you turn 18 years old. This means that you have reached the age of majority. All rights covered by state and federal legislation automatically transfer to you. As a student with an individualized education program (IEP), on or before your 17th birthday, you and your parents must be given information regarding this transfer of rights. If you feel uncomfortable making decisions on your own, you may choose an advocate (someone who will speak on your behalf) to assist you with your educational transition plans.

Your Educational Rights Include:

- The right to attend any IEP held about you.
- The right to give your permission before any type of evaluation or testing is done, before any changes in your IEP can be made, or before your school records can be sent to any outside agency as described in the Family Educational Rights and Privacy Act (FERPA). For information on FERPA, contact your building principal. You must consent by signature (signing your name to a legal document) before any of these can occur. You must be told that you have choices, that you can change your mind, and that the consequences of those decisions are if you do not change your mind.
- The right to give consent for the three-year re-evaluation for continuing special education services. (Before any evaluations or testing are done, you also have the right to express your opinion about any possible tests being discussed, have your questions answered before agreeing to anything, and then have that information included in the process).
- The right to a continuum of services and consideration of all possible options.
- The right to access (see and review) your school records and the right to disagree with any information you may feel is inaccurate (not true) or violates your rights.
- The right to disagree with any decisions made by the IEP team.

Your Rights during Evaluation/Testing Include:

- The right not to be discriminated against on the basis of race, language, or cultural background (basic rights of all citizens).
- The right to tell evaluators about your disability, as well as your strengths and abilities.
- The right to have your parent’s (or advocate’s) input.
- The right to an interpreter or translator, if needed.
- The right to have tests conducted by someone familiar with your type of disability.
- The right to have all information shared with you when all testing is completed.
What IDEA Says:

• “For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals”.
Summary of Performance*
Report Date: ________

This model form is compliant with 34 CFR §300.305(e)

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Birthdate:</th>
<th>Student ID#:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident District:</td>
<td>Grade:</td>
<td></td>
</tr>
<tr>
<td>Student’s Primary Disability:</td>
<td>Secondary Disability:</td>
<td></td>
</tr>
<tr>
<td>Anticipated Exit Date:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary of academic achievement and functional performance (reviewed and updated from most recent IEP):

Student’s post-secondary goals: (from IEP)

Accommodations used to achieve success in high school:

Modifications used to achieve success in high school:

Assistive Technology used to achieve success in high school:

Recommendations to meet post-secondary goals:

Employment:

Post-Secondary Education:

Independent Living Skills:

Prepared by: Phone: 

School: Student Signature: Date: 

---

20
What does graduation mean?
Some Things Seem to Be Very Clear

- Schools cannot substitute alternative curriculum and count achievement within that curriculum towards the 18 credit requirements.

- Schools cannot reduce the number of credits.

- The IEP supports but does not alter the graduation requirements.

- No such thing as a modified diploma.

- Personal curriculum can help.

- Districts can issue certificates but they do not end FAPE.

- Don’t forget Accommodations and Modifications
TRANSITION NEEDS

WHAT ARE THEY?
Point to Consider:

THE PLAAFP IS YOUR FRIEND!

(Your student’s friend, too)
Present Level of Academic Achievement and Functional Performance

- Functional means evident in the child’s daily environment, such as classroom community, bus, transportation

- Describes both academic and non-academic areas of need related to the disability

- Includes current formal and informal educational performance data such as curriculum based measurements, IEP progress monitoring, Transition Assessment data, behavior rating scales, etc.

- Uses understandable language

- Describes specific learning accommodations, learning strategies, level of independence, and general need for assistance

- Addresses the impact of the disability or the child’s life, particularly the ability to benefit from postsecondary, training or employment
Case Study Transition Planning Form

Measureable Postsecondary Goal: Training:

Measureable Postsecondary Goal: Education:

Measureable Postsecondary Goal: Career / Employment:

Measureable Postsecondary Goal: Independent Living (If appropriate):

Academic and Transition Assessment Data:

Course of Study:

Transition Services:

Goals / Objectives:

Note: Measurable baseline data, using a measure consistent with the criteria or target, will be determined by the most current assessment and must be included in annual goals.
Stu Dent’s PLAAFP Information

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

The IEPT considered all of the following factors:

- Initial or most recent evaluation
- Performance on state/district wide tests
- Progress toward current IEP goals and objectives
- Progress in general education curriculum
- Student strengths/preferences
- Parent/student input and concerns

He will be taking the MME this school year

Having difficulty completing current IEP goals and objectives

Struggling to pass general education core classes

Creative, loves to run, willing to help others

Stu helps around the house; concerned about lack of friends; concerned he will drop out
Stu Dent’s PLAAFP Information

**Transition:** On September 17, 2018, Stu completed the Student Transition Assessment Tool-Revised (STAT-R). He demonstrated a Total Career/Employment score of 71%, a Post-Secondary Ed/Training score of 89%, a Total Adult Life score of 75%, and a Total Community Participation score of 70%. Areas of need were Work Experience at 58%, Getting a Job at 56%, and Daily Living Skills at 63%.

In an interview that day, Stu said that after high school, he still plans to move back to the small rural community from which he moved and buy a small farm. He wants to be a farmer or a truck driver.

However, after encouragement from his Art teacher, Stu will now investigate art careers.

His EDP from May 10, 2018 was considered at this time. Stu does not want to go to a four year college but would consider a certificate program at a community college or vocational training center.

During the interview, Stu stated that he wants to get a driver’s license and find a part-time job to help with household expenses. He also realizes that he needs work experience and help with managing his earnings. Stu realizes that his tardiness issue would be a problem with a job.

His mother reports that Stu helps some at home with starting meals, doing laundry, doing grocery shopping. He is having some trouble following home rules such as curfew, etc.

After the STAT and interview, Stu’s Special Education teacher had discussed inviting MRS to Stu’s IEP, but Stu and his mother decided to wait until the next IEP.

**Reading Comprehension:** The Woodcock-Johnson IV Achievement Battery was administered on 9/13/2018. Stu obtained a Basic Reading score of 90, which is within normal limits. Reading Comprehension was low average with a standard score of 82. Slight comprehension difficulties were identified using both narrative and expository reading passages from the Qualitative Reading Inventory 4 (QRI4) using grade 11 passages. Stu experiences difficulty using contextual clues to infer meaning. His two most recent reading comprehension quizzes also identified inferencing as an area of difficulty when using narrative text.
Stu Dent’s PLAAFP Information

- **Written Expression**: Stu earned a standard score of 80 on the WJ-IV subtest of written expression, which is in the “below average” range. Stu lacks organization of his thoughts. This impacts his ability to write comprehensive book reports, expository writings, and integrate and evaluate material from diverse sources, which are part of the general curriculum. Samples of monthly assessments show that Stu can communicate effectively in short-answer assignments in which organization of varied thoughts is not required.

- **Oral Expression**: Stu is able to verbally communicate wants and needs, express views on topics of interest, and competently carry on a conversation with his peers. He received a SS of 75 on the WJ-IV subtests measuring oral expression. Teachers have observed that Stu has difficulty asking subject-related questions to interpret the intent of conversations or topics in which he is not interested nor familiar.

- **Listening Comprehension**: Stu is able to verbally communicate basic wants and needs, and can competently carry on a conversation with his peers. He has difficulty understanding and following oral directions (SS77), which makes it difficult to follow complex classroom directions. This affects his ability to communicate in the general education classroom and independently in his environment without accommodations (i.e. written directions, repeated directions, no more than three simple directions at one time).

- This is consistent with classroom observations indicating that he has difficulty following directions in class and often forgets to do what he is told.
Stu Dent’s PLAAFP Information

- His performance in recalling stories was deficient, also supporting other evidence of challenges with memory and remembering what others told him.

- **Mathematics** is the academic area that is most challenging. Mathematical skills for computation and reasoning are below the 10th percentile, meaning that if his performance were compared to that of 100 other students, 90% of other at his age, others would have performed at greater levels of accuracy. With respective scores of 72 in math calculation and 76 in math reasoning, difficulties are evidenced in math fluency, basic calculation skills, and applied problems and in quantitative concepts. The math teacher states that Stu has difficulty putting word problems in sequential order and understanding terms in Algebra 2. There is concern he will fail the class. He is unable to meet the general education standards in the area of understanding and applying a variety of problem-solving strategies. He has difficulty processing multi-step story problems when they are read to him in a one-to-one situation. He does not understand the relationship of the language in the problems and the computation. He needs to learn to set up and solve story problems. He was not able to complete any of the addition or subtraction story problems involving fractions on the 11th grade math assessment.

- Stu is a visual learner. He needs to both hear and see the information being presented in class. Stu needs to use a calculator for all math problems that he does. He also needs to go to the Learning Center to have math word problems read to him and help with sequencing the functions. Stu needs extra time to take his tests.

- His Science, Social Studies, and English teachers all report that Stu struggles but seems to be able to do the work. However, Stu often does not hand in completed class assignments or homework. He often comes in tardy without a pass and is earning D’s and E’s on tests. His Science teacher reports that he does his best work on days when there is a demonstration or a lab.
Stu Dent’s PLAAFP Information

- All teachers report that he has difficulty getting along with peers and appears isolated.
- His Special Education teacher says he needs to understand his disability and learn to ask for help when he needs it.
- Stu needs special education support to be successful in the general education curriculum.
- The Physical Education teacher reports that Stu does not do well in team sports but excels in individual activities such as running laps or weight training.
- The Art teacher reports that Stu is never late to class, has done all of his assigned projects plus extra projects he has initiated himself. He seems to be able to express his feelings in art. The teacher believes that Stu shows true promise in the Art area. Part of the curriculum is investigating careers in art, and the teacher has suggested to Stu several Art careers he might like to explore.
- Teachers have noted that Stu continues having behavioral difficulty in school. This has been going on since the beginning of the school year. He appears agitated. He has been insubordinate and has violated the student code of conduct. He has been suspended three days so far this school year. A referral to the School Social Worker was made by Mrs. Starr, his special education case manager. Stu has met once with Wayne Reese, MSW.

TRANSITION SERVICES:

☒ YES, transition plan has been completed and is attached for students 16 years of age during the IEP year, (younger if appropriate).
☐ NO, transition planning is not appropriate, student is too young.

COURSE(S) OF STUDY (for High School):

☒ Michigan Merit Curriculum leading to a High School Diploma
☐ N/A
☐ Course(s) of study leading to a certificate of completion – OR–
BASED ON THE PLAAFP - WHAT IS NEEDED IN THE IEP?

Possible Areas for consideration based on Stu’s PLAAFP:

- Written Language Skills
- Math Skills
- Oral Expression/Listening Skills
- Accommodations/Supports
- Study Skills
- Independent Living Skills
- Behavior/Peer Relationships
- Self – Advocacy
- Investigate His Career Choices
- Work Experience
- Time and Money Management
- Others?
Stu Needs Help!

What else can the school do?

• Personal Curriculum
• Peer mentor
• Staff mentor
• Check in and checkout
• Implement school-wide PBIS
• Speech and Language Service
• Social work service
• Accommodations and Modifications
• Others?
SO WHAT MIGHT STU’S TRANSITION PLAN LOOK LIKE?
**TRANSITION PLAN ATTACHMENT**

Required for students 16 years of age during IEP year (consider at a younger age if determined appropriate by the IEP team)

**Parental Rights and Age of Majority** (Check all applicable)
- [x] If the student will be age 17 during this IEP, the student was informed of parental rights that will transfer to him/her at age 18.
- [ ] If the student has turned age 18, the student and parent were informed of the parental rights that transferred to the student at age 18.
- [ ] The student has turned age 18 and a legally designated representative has been appointed (e.g., power of attorney, guardian, etc.). The representative is:

**STUDENT’S POSTSECONDARY GOALS**

**Data sources:**
- [x] Required Transition Assessment
  - Assessment Tool: **STAT**
  - Assessment Date: 9/17/18
- [x] EDP Date 5/10/18
- [ ] Other: **Student Interview 9/17/18**

**IEPT meeting attendance:**
- [x] The student attended the IEPT meeting
- [ ] The student did not attend the IEPT meeting
  - If the student did not attend the IEPT meeting, describe the steps taken to ensure consideration of the student's strengths, preferences, and interests:

**Training:** For example, after school completion, what additional training will you need? (Vocational program, job training, certification, apprenticeship, etc.) After high school, I will go to Acme Truck Driving School to be trained as a truck driver.

**Education:** For example, after school completion, what additional education will you need? (Continuing adult education, college, certification programs, etc.) After high school, I do not want to go to a four year college, but I will attend Moon Community College to learn graphic arts and enroll in their agricultural program.

**Employment:** For example, after school completion, what **After high school, I will be either a truck driver, a farmer, or have a career in art.**

**Independent Living (when appropriate):** For example, after school completion, how will you participate in your community? (Living, activities, social, recreation, etc.) After high school, I will move to the small, rural community where I was born and live on a farm. I will purchase a pickup truck.

**COURSE(S) OF STUDY**

Check one:
- [x] Michigan Merit Curriculum leading to a High School diploma

**Comments:**

<table>
<thead>
<tr>
<th>School Year</th>
<th>Age or Grade</th>
<th>Describe How Course(s) of Study Support Student’s Postsecondary Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>11</td>
<td>Stu is completing the required courses leading to his high school diploma. He is also taking art classes and will enroll in the auto mechanics class next semester.</td>
</tr>
</tbody>
</table>

Anticipated graduation or completion date: **June 2020**
## SECONDARY TRANSITION SERVICES

<table>
<thead>
<tr>
<th>Needed Transition Services and Activities Related to Student’s Postsecondary Goals and Present Level of Academic Achievement and Functional Performance.</th>
<th>Agency/Title of Person Responsible</th>
<th>Expected Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ All areas below must be considered. □ Describe needed services/activities in at least ONE area. □ Describe responsibilities of each participant. Instruction: Research schools that offer the chosen job training programs. Consider the high school online algebra remedial course. Enroll in the consumer math course to help understand relevance of math to career choices.</td>
<td>Student Parent SE Teacher</td>
<td>June 2019</td>
</tr>
<tr>
<td>□ Related Services (community based) Join the high school peer support group to work on self awareness and advocacy. Investigate services from Michigan Rehabilitation Services (MRS) for after high school. Provide information and contact person for MRS</td>
<td>Student Parent SE Teacher MRS Representative</td>
<td>June 2019</td>
</tr>
<tr>
<td>□ Community Experiences Join the teen social group at church. Investigate running clubs/gyms in the community.</td>
<td>Student Parent SE Teacher</td>
<td>June 2019</td>
</tr>
<tr>
<td>□ Development of Employment Use online tools like O’Net and Career Cruising to research careers in truck driving and graphic arts, including needed education, licenses, and employment outlook. Also, visit truck-driving schools. Investigate part time job opportunities near home. Obtain and fill out job applications. Explore possibility of work-site based experience.</td>
<td>Student Parent SE Teacher School Counselor</td>
<td>June 2019</td>
</tr>
<tr>
<td>□ Other Post-School Adult Living Objectives Learn about getting Driver’s License. Research economics of owning form. Open a bank account.</td>
<td>Student Parent SE Teacher</td>
<td>June 2019</td>
</tr>
<tr>
<td>□ Acquisition of Daily Living Skills (when appropriate) Learn how to do and use a budget for the money earned at the job. Purchase a watch to help be on time.</td>
<td>Student Parent SE Teacher</td>
<td>June 2019</td>
</tr>
<tr>
<td>□ Functional Vocational Evaluation (when appropriate)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**AGENCY REPRESENTATION**

A representative from any other agency likely to be responsible for providing or paying for transition services must be invited to attend each IEP meeting. **NOTE:** Consent is required prior to each IEP meeting when inviting agency representatives.

- There was NO need to invite a community agency representative.
- There was a need to invite a community agency representative likely to provide or pay for transition services.

- Consent was obtained
- Consent was NOT obtained? Reason: 
- Did the community agency representative attend the IEP?
- YES | NO

Note: If the designated agency fails to provide the recommended service(s), the public agency responsible for the student’s education shall call a meeting to identify alternative strategies and, if necessary, revise the IEP.
LET’S BREAK IT DOWN
**TRANSITION PLAN ATTACHMENT**

Required for students 16 years of age during IEP year (consider at a younger age if determined appropriate by the IEP team)

**Parental Rights and Age of Majority (Check all applicable)**
- ☑ If the student will be age 17 during this IEP, the student was informed of parental rights that will transfer to him/her at age 18.
- □ If the student has turned age 18, the student and parent were informed of the parental rights that transferred to the student at age 18.
- □ The student has turned age 18 and a legally designated representative has been appointed (e.g., power of attorney, guardian, etc.). The representative is: ____________________________

---

**STUDENT’S POSTSECONDARY GOALS**

**Data sources:**
- ☑ Required Transition Assessment
  - Assessment Tool: STAT
  - Assessment Date: 9/17/18
- ☑ EDP Date: 5/10/18
- □ Other: Student Interview 9/17/18

---

**IEPT meeting attendance:**
- ☑ The student attended the IEPT meeting
- □ The student did not attend the IEPT meeting

  If the student did not attend the IEPT meeting, describe the steps taken to ensure consideration of the student’s strengths, preferences, and interests:
Training: For example, after school completion, what additional training will you need? (Vocational program, job training, certification, apprenticeship, etc.) After high school, I will go to Acme Truck Driving School to be trained as a truck driver.

Education: For example, after school completion, what additional education will you need? (Continuing adult education, college, certification programs, etc.) After high school, I do not want to go to a four year college, but I will attend Moon Community College to learn graphic arts and enroll in their agricultural program.

Employment: For example, after school completion, what career will you have? (Have a career in art.) After high school, I will be either a truck driver, a farmer, or have a career in art.

Independent Living (when appropriate): For example, after school completion, how will you participate in your community? (Living, activities, social, recreation, etc.) After high school, I will move to the small, rural community where I was born and live on a farm. I will purchase a pickup truck.

### COURSE(S) OF STUDY

Check one:

- Michigan Merit Curriculum leading to a High School diploma

OR

- Course(s) of study leading to a certificate of completion

Comments:

<table>
<thead>
<tr>
<th>School Year</th>
<th>Age or Grade</th>
<th>Describe How Course(s) of Study Support Student’s Postsecondary Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>11</td>
<td>Stu is completing the required courses leading to his high school diploma. He is also taking art classes and will enroll in the auto mechanics class next semester.</td>
</tr>
</tbody>
</table>

Anticipated graduation or completion date: June 2020
### SECONDARY TRANSITION SERVICES

**Needed Transition Services and Activities Related to Student’s Postsecondary Goals and Present Level of Academic Achievement and Functional Performance.**

- All areas below must be considered.
- Describe needed services/activities in at least ONE area.
- Describe responsibilities of each participant.

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Agency/Title of Person Responsible</th>
<th>Expected Completion Date</th>
</tr>
</thead>
</table>
| **Instruction**  
Research schools that offer the chosen job training programs. Consider the high school online algebra remedial course. Enroll in the consumer math course to help understand relevance of math to career choices.  
☐ Considered, none needed. Explain: ___________________________ | Student  
Parent  
SE Teacher | June 2019 |
| **Related Services (community based)**  
Join the high school peer support group to work on self awareness and advocacy.  
Investigate services from Michigan Rehabilitation Services (MRS) for after high school. Provide information and contact person for MRS  
☐ Considered, none needed. Explain: ___________________________ | Student  
Parent  
SE Teacher  
MRS Representative | June 2019 |
| **Community Experiences**  
Join the teen social group at church.  
Investigate running clubs/gyms in the community.  
☐ Considered, none needed. Explain: ___________________________ | Student  
Parent  
SE Teacher | June 2019 |
<table>
<thead>
<tr>
<th>Development of Employment</th>
<th>Student Parent</th>
<th>June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use online tools like O*Net and Career Cruising to research careers in truck driving and graphic arts, including needed education, licenses, and employment outlook. Also, visit truck-driving schools. Investigate part time job opportunities near home. Obtain and fill out job applications. Explore possibility of work-site based experience.</td>
<td>SE Teacher</td>
<td></td>
</tr>
<tr>
<td>Considered, none needed. Explain:</td>
<td>School Counselor</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Post-School Adult Living Objectives</th>
<th>Student Parent</th>
<th>June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn about getting Driver's License. Research economics of owning farm. Open a bank account.</td>
<td>SE Teacher</td>
<td></td>
</tr>
<tr>
<td>Considered, none needed. Explain:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acquisition of Daily Living Skills (when appropriate)</th>
<th>Student Parent</th>
<th>June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn how to do and use a budget for the money earned at the job. Purchase a watch to help be on time.</td>
<td>SE Teacher</td>
<td></td>
</tr>
<tr>
<td>Considered, none needed. Explain:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functional Vocational Evaluation (when appropriate)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Considered, none needed. The IEP team determined none needed.</td>
<td></td>
</tr>
</tbody>
</table>

**AGENCY REPRESENTATION**

A representative from any other agency likely to be responsible for providing or paying for transition services must be invited to attend each IEPT meeting. NOTE: Consent is required prior to each IEPT meeting when inviting agency representatives.

- There was **NO** need to invite a community agency representative.

- There was a need to invite a community agency representative likely to provide or pay for transition services.

  - Consent was obtained  
  - Date: 
  - Consent was NOT obtained?  
  - Reason: 
  - Did the community agency representative attend the IEPT?  
  - YES  
  - NO
Transition Compliance B-13
Indicator 13

• Percent of youth with IEPs aged 16 and above with an IEP that includes *appropriate measurable postsecondary goals* that are *annually updated* and based upon an *age appropriate transition assessment*, *transition services*, including *courses of study*, that will reasonably enable the student to meet those postsecondary goals, and *annual IEP goals* related to the student’s transition services needs.

• There also must be *evidence that the student was invited to the IEP Team meeting* where transition services are to be discussed and evidence that, if appropriate, *a representative of any participating agency was invited* to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))
Compliance Checklist for Secondary Transition

The State Performance Plan (SPP) is a required element of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. States must provide data for specific performance indicators. SPP Indicator 13 deals with secondary transition and specifically requires data collection on: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be documentation that the student was invited to the IEP Team meeting where transition services are to be discussed and documentation that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

<table>
<thead>
<tr>
<th>Item #</th>
<th>Requirement</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2</td>
<td>Is there evidence of prior consent of the parent or student, who has reached the age of majority, to invite an agency?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3</td>
<td>Is there evidence that, if appropriate, a representative of any participating agency [that is likely to be responsible for providing or paying for transition services] was invited prior to the IEP Team meeting?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4</td>
<td>Is there evidence that the postsecondary goals are based on age appropriate transition assessment(s)?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5a</td>
<td>Does the IEP include an appropriate measurable postsecondary goal in the area of training?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5b</td>
<td>Does the IEP include an appropriate measurable postsecondary goal in the area of education?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5c</td>
<td>Does the IEP include an appropriate measurable postsecondary goal in the area of employment?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5d</td>
<td>Does the IEP include an appropriate measurable postsecondary goal in the area of independent living skills, where appropriate?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6</td>
<td>Are the postsecondary goals updated annually?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7</td>
<td>Does the IEP include transition services that will reasonably enable the student to meet his or her postsecondary goals?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8</td>
<td>Does the IEP include courses of study that will reasonably enable the student to meet his or her postsecondary goals?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9</td>
<td>Are there annual IEP goals related to the student’s transition services needs?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10</td>
<td>Is there evidence that the student’s needs, taking into account their strengths, preferences, and interests, were considered?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

*If postsecondary training and education goals are combined into one goal that meets the United States Department of Education, Office of Special Education Programs guidelines, mark yes for each. Please see the instructions for completing this document to determine whether training and education may be combined into one goal.
Process Highlights

• The B-13 data collection is completed in Catamaran (https://catamaran.partners).
• The work is completed by Intermediate School District (ISD) TCs and member district Transition Coordinator Contacts (TCCs).
• Student lists and checklists are available in Catamaran April 15, 2019.
• Checklists must be completed, verified by the ISD, and submitted by June 30, 2019.
Who Uses Catamaran?

• Catamaran Coordinators
  – District personnel who manage Catamaran for a district.
  – Catamaran Coordinators can view, but not edit, their district's checklist.

• Transition Coordinators (TCs)
  – TCs are ISD-level Transition Coordinators.
  – TCs have access to complete all districts’ checklists within an ISD

• Transition Coordinator Contacts (TCCs)
  – TCCs are district personnel who complete the checklists.
  – TCCs have access to complete only their district's checklist.
Student Level Corrective Action Plan (SLCAP) vs Corrective Action Plan (CAP)

Remember there are two levels of corrective action:

1. SLCAP
   - Student level correction is needed
   - Involves amending the IEP or holding a new IEP

2. CAP
   - District-level; systemic
   - Involves staff training, policies, practices & procedures
Student Level Corrective Action Plans (SLCAP)

- If a student’s checklist indicates an area of noncompliance, an SLCAP, will be issued to the district in the September 2019 Catamaran release.
- Districts will have 30 school days to complete the SLCAP for each student.
- Districts do not need to wait for the SLCAPs to be issued to begin making corrections.
- Through the SLCAP process, all corrections will be documented and submitted to the OSE through Catamaran.
Corrective Action Plan (CAP)

- If a student’s checklist indicates an area of noncompliance, a CAP will be issued to the district in the September 2019 Catamaran release.
- Through the CAP process, all corrections will be documented and submitted to the OSE through Catamaran.
- Districts must submit their CAP for MDE review by November 1, 2019.
- The CAP must be completed within one year. This includes:
  - Completion of activities
  - Request for closeout
  - ISD verification
  - MDE closeout
B-13 DATA COLLECTION

- Collection cycle is April 15\textsuperscript{th} – June 30\textsuperscript{th}
- IEPs created on or before April 1\textsuperscript{st}
- September 15\textsuperscript{th}
  - SLCAPs are issued (30 school days to complete)
  - CAPs are issued (no later than 1 year to develop, implement & close)
SPP -13: 100% Compliance Required

Data Collection: WAYNE COUNTY- June 30, 2018

• 32 Districts and 39 Public School Academies (Secondary)
• 1338 Student files reviewed 2018
• 16 Questions from Compliance Checklist
• 21,408 Answers- “YES”, “NO”, or “NA” (2018)
• One “NO” out of 21,408 answers equals non-compliance for Wayne County
• 106 Files non-compliant 2018
• 15 districts and 6 PSAs have to correct the non-compliant IEP
• They also will have Corrective Action Plans (CAPs) 2018
Let’s Review


B-13 Quick Reference Guide October 2018

Indicator
B-13: Secondary Transition and Data Collection Manual

2018-2019
Revised 9/10/18

Quick Reference Guide:
Using the SPP B-13 transition IEP checklist

October 2018
Larry Stemple
Special Education Consultant
Wayne RESA

Michigan Department of Education
State Performance Plan
Michigan Department of Education
Office of Special Education

RESA Service Leadership Collaboration Excellence
Wayne RESA: 3550 Van Born Road • Wayne, MI 48184 • 734.334.1300 • 734.334.1620 Fax • www.resa.net
Board of Education: James S. Bert • Mary E. Blackmon • Danielle Funderburk • Lynda L. Jackson • James Petrie
Randy A. Lopa, Ph.D., Superintendent
Quick Guide Locations

MDE: https://training.catamaran.partners/b-13-secondary-transition/

WRESA: https://www.resa.net/specialeducation/transitionplanning/
TIPS FOR B-13 IEP PLANNING AND/OR THE SPRING DATA COLLECTION

- Review the data collection guide/s
- Know the difference between compliance and good practice
- Use a team approach and review each other’s results
- NO means non-compliance
- NA needs a reason
- “If not in writing, it didn’t happen”
- Inter-rater Reliability is important
  - Inter-rater reliability is the extent to which two or more examiners agree. It addresses the issue of consistency of the implementation of a rating system.
QUESTION 1

1. Is there documentation that the student was invited to the IEP Team meeting where transition services were discussed?

☐ Yes  ☐ No
Regarding:

Student: Last:  First:  M:  Sfx:  ID:  
School:  Disability:  Grade:  Birth Date: 

Parent: Last:  First:  M:  Relationship to Student:  
Address:  City:  State:  Zip: 

Dear:  

Dear:  

Agency Representative:  

You are invited to a meeting on:  

Location:  
Address:  

Purpose of Meeting:

A. [ ] A Review of Existing Evaluation Data (REED) Meeting to review existing data and develop an evaluation plan in order to determine if the student is eligible/continues to be eligible for special education programs and services. Your input is important and your consent is required. If you are unable to attend, the results will be mailed to you for your review and approval.  

   [ ] If no additional evaluations are needed to determine that the student is eligible for special education programs and services an IEPT meeting will also be held at this time, if you agree.  

B. [ ] A Multidisciplinary Evaluation Team (MET) Meeting to review evaluation results and recommend eligibility.  

C. [ ] An Individualized Education Program Team (IEPT) Meeting (Initial, Annual or Reevaluation must be checked. Check all others that apply)

   Check all that apply:
   [ ] Initial IEP  [ ] Graduation or Age 26  [ ] Add/Remove/Change  
   [ ] Annual IEP  [ ] Transition  [ ] Behavior Review 
   [ ] Reevaluation/three year IEP  [ ] Other  

D. Other: 

[ ] An Individualized Family Service Plan (IFSP) Meeting  
[ ] A Nonpublic Services Plan (NSP) Meeting  
[ ] A Manifestation Determination Review (MDR)  
[ ] An Interim Alternative Educational Setting (IAES) Meeting  

The following individuals have been invited to this meeting:

STUDENT (required for transition IEP)  
SPECIAL EDUCATION PROVIDER (required)  

SCHOOL DISTRICT REP. (required for transition IEP)  
GENERAL EDUCATION TEACHER (required if student is or will be participating in general education)  

MET/EVALUATION DATA REP. (required for transition IEP)  
AGENCY REPRESENTATIVE  

OTHER/TITLE  
OTHER/TITLE  

OTHER/TITLE  
OTHER/TITLE  

OTHER/TITLE  
OTHER/TITLE  

You and the school district may invite individuals who have knowledge or special expertise regarding the student to the meeting, including a representative of your resident district if the student attends a program operated by another school district. If you have not previously been contacted or if you have any questions, a representative of the school district will explain the purpose of this meeting and the roles and responsibilities of each participant.  

If some reason this time and/or place is not acceptable to you or you are unable to attend the meeting, please contact me and we can make other arrangements. Please contact me if you need an interpreter or translator at the meeting.

Sincerely,  

NAME/TITLE  
TELEPHONE NUMBER
QUESTION 1

Response must be YES for compliance

For compliance:

• To meet IDEA requirements:
  – Documentation that the student was invited prior to the IEP Team meeting (note of verbal invite; phone log; invitation; etc.)
  – Documentation that an invitation to the IEP Team meeting was addressed specifically to the student (may be co-addressed with parent)
QUESTION 1

Noncompliance:

- No documentation that the student was invited.

- Student’s sign in at the IEP Team meeting is not evidence of prior invitation.

- An invitation addressed to the parents only, with the student listed as a participant is not documentation that the student was invited.
Where is the Evidence?

- IEP Invitation addressed to student

- Student interview to verify invitation (and document the interview)

- Student File (Phone log, note of verbal invite)

  Student sign-in is not evidence of invitation
STUDENT NOT AT IEP

- If the student does not attend the IEP, be sure to document the student’s strengths, preferences and interests. For example, results of transition assessments(s), other test results, documented interviews etc.

See question 10
QUESTION 2

2. Is there documentation of prior consent of the parent or student, who has reached the age of majority, to invite an agency?

☐ Yes  ☐ No  ☐ N/A
QUESTION 2

Response must be YES or NA for compliance.

For compliance:
To meet IDEA requirements:

– Documentation that, if any agency is to be invited, a request for consent was provided to the parent or student, who has reached age of majority.

– Documentation that, if any agency was invited, that written consent was provided by the parent, or student who has reached age of majority.
Question 2

If NA,

Documentation that the member district determined that an outside agency was not needed. Document the reason for not inviting an agency. (See Transition Plan and PLAAFP)

Documentation that the parent, or student who has reached age of majority, denied consent or did not respond to requests for consent.
# SECONDARY TRANSITION SERVICES

**Needed Transition Services and Activities Related to Student’s Postsecondary Goals and Present Level of Academic Achievement and Functional Performance.**

- All areas below must be considered.
- Describe needed services/activities in at least ONE area.
- Describe responsibilities of each participant.

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Agency/Title of Person Responsible</th>
<th>Expected Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considered, none needed, Explain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related Services (community based)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considered, none needed, Explain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considered, none needed, Explain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of Employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considered, none needed, Explain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Post-School Adult Living Objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considered, none needed, Explain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquisition of Daily Living Skills (when appropriate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considered, none needed, Explain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional Vocational Evaluation (when appropriate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considered, none needed, Explain</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**AGENCY REPRESENTATION**

A representative from any other agency likely to be responsible for providing or paying for transition services must be invited to attend each IEP meeting. NOTE: Consent is required prior to each IEP meeting when inviting agency representatives.

- [ ] There was NO need to invite a community agency representative.

- [ ] There was a need to invite a community agency representative likely to provide or pay for transition services.
  - [ ] Consent was obtained
  - Date:
  - [ ] Consent was NOT obtained?
    - Reason:
  - Did the community agency representative attend the IEP?
    - [ ] YES  [ ] NO

Note: If the designated agency fails to provide the recommended service(s), the public agency responsible for the student’s education shall call a meeting to identify alternative strategies and, if necessary, revise the IEP.

Revised August 2016
QUESTION 2

Noncompliance:

– No documentation that, if any agency was invited to the IEP, that written consent for each invited agency was provided by the parent, or student who has reached the age of majority.

– Consent was not obtained prior to the invitation or the IEP.

– No documentation that the LEA determined that there was no need to invite an outside agency.

Remember: NO is not the same as N/A
Consent Form Guidance

• If you invite more than one agency, make sure each agency’s information is on the consent form.

• Consent must be obtained **BEFORE** sending the IEP invitation.

• Consent must be obtained for each IEP meeting. No blanket consent.

• RESA consent form has space for tentative IEP date.
CONSENT TO INVITE AGENCY REPRESENTATIVES

Name: ___________________________________________  Student: ___________________________________________
Address: _________________________________________  DOB: ____________________________________________
City: _____________________________________________  Grade: ___________________________________________
State: ___________________________________________  ID: _______________________________________________
Zip: _____________________________________________  School: __________________________________________

Dear __________________________________________________________

Parent/Guardian/Student (At Age of Majority)

As we have discussed, _____________’s IEP is scheduled for _____________.
During the IEP meeting, we will be discussing transition from school to adult life. To assist in planning for the future after completing school, we would like to invite a representative from an agency or agencies that would be likely to provide or pay for transition services. Before a representative may be invited, your written consent is required.
Please complete the form below and return it to school no later than _____________, so that we may invite the necessary agency or agencies to the meeting.
An official invitation to the meeting will be sent to you in the near future.
If you have any questions about this, you may contact me.
A brief list or description of the services offered by the agency or agencies is listed below.
Thank you.

Name _____________________________________________
Title _____________________________________________
Phone _____________________________________________
________________________________________________________

Name of Agency: __________________________  List of Description of Agency Services:

________________________________________________________

☐ I give permission to Invite a representative from the agency/agencies listed above to the IEP meeting.

☐ I do not give permission to Invite a representative from the agency/agencies listed above to the IEP meeting.

________________________________________________________

Signature of Parent/Guardian/Student (@ Age of Majority) __________________________  Date Signed _____________
QUESTION 3

3. Is there documentation that, if appropriate, a representative of any participating agency (that is likely to be responsible for providing or paying for transition services) was invited prior to the IEP Team meeting?

☐ Yes ☐ No   N/A ☐
1. What constitutes an “invitation”?
There are a variety of ways a district can invite a participating agency, including but not limited to the following:
• A separate letter of invitation with the agency’s representative listed in the “salutation”.
• The representative from the agency is listed in the salutation on the letter of invitation to the student and/or parent.
• Copy of an email invitation that includes the date when the email was sent, the date and time of the meeting, the purpose of the meeting, location of the meeting, and who’s IEP meeting it is.
• A written log of when a verbal invitation occurred that includes the date of the verbal invitation and who made the contact to the representative of the agency.

https://training.catamaran.partners/b-13-secondary-transition/
QUESTION 3
Response must be YES or N/A for compliance.

For compliance
To meet IDEA requirements:
If yes,
  – Documentation that an invitation to an agency was sent prior to the IEP team meeting.
  
    – A copy of the specific invitation to the agency or agencies, or phone log or copy of an email of invitation to the agency or agencies is needed.

If N/A
  – Documentation that the parent or student, who has reached age of majority, denied consent or did not respond to the request for consent.
  
    – Documentation that the LEA determined that an outside agency was not likely to provide or pay for services at this time.
      (See PLAAFP and/or Page 2 of Transition Plan Attachment)

Remember: NO is not the same as N/A
Notice Date: ____________________

**Regarding:**

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>M.</th>
<th>Stx.</th>
<th>ID</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Disability</th>
<th>Grade</th>
<th>Birth Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent</th>
<th>Last</th>
<th>First</th>
<th>M.</th>
<th>Relationship to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dear: ____________________

Dear: ____________________

**Agency Representative**

You are invited to a meeting on: ____________________ at ____________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Phone</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
<th>City, State, Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Purpose of Meeting:**

A. Select one of the following: [ ] A Review of Existing Evaluation Data (REED) Meeting, or [ ] A Multidisciplinary Evaluation Team (MET) Meeting, or [X] An Individualized Education Program Team (IEPT) Meeting

- [ ] Initial IEP
- [X] Annual IEP
- [ ] Reevaluation/Three Year IEP

- [ ] Transition
- [ ] Graduation or Age 26
- [ ] Add/Remove/Change
- [ ] Behavior Review
- [ ] Other

B. Select one of the following: [ ] A Nonpublic Services Plan (NSP) Meeting, or [ ] An Interim Alternative Educational Setting (IAES) Meeting

The following individuals have been invited to this meeting:

<table>
<thead>
<tr>
<th>STUDENT (required for transition IEP)</th>
<th>SPECIAL EDUCATION PROVIDER (required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL DISTRICT REP. (required for transition IEP)</th>
<th>GENERAL EDUCATION TEACHER (required if student is or will be participating in general education)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MET/EVALUATION DATA REP. (required for transition IEP)</th>
<th>AGENCY REPRESENTATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OTHER/TITLE</th>
<th>OTHER/TITLE</th>
<th>OTHER/TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You and the school district may invite individuals who have knowledge or special expertise regarding the student to the meeting, including a representative of your resident district if the student attends a program operated by another school district. If you have not previously been contacted or if you have any questions, a representative of the school district will explain the purpose of this meeting and the roles and responsibilities of each participant.

If some reason this time and/or place is not acceptable to you or you are unable to attend the meeting, please contact me and we can make other arrangements. Please contact me if you need an interpreter or translator at the meeting.

Sincerely,

_____________________________

<table>
<thead>
<tr>
<th>NAME/TITLE</th>
<th>TELEPHONE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Agency IEP Invitation?

How do you document?
QUESTION 3

Noncompliance:

– Consent was provided and there is no documentation of agency invitation.

– Documentation exists indicating there was a need to invite an agency, but there is no evidence of consent and/or an invitation.

– Consent was not provided and an agency was still invited by the school.

– The invitation was sent before consent was obtained.

– Consent form was signed at the IEP meeting
Outside Agency Review

- Not all students require agency
- Document on IEP the reason that agency is not needed
- If agency is like to provide/pay for transition services then get consent to invite and invite the agency
- On invitation name the agency and person or title

Document!
Questions 2 and 3
Summary of Agency Documentation

IEP and/or Student File

- Copy of consent to invite agency to an IEP Team meeting.
- Separate Invitation to the IEP Team meeting.
- See Agency Representation on Transition Plan.
- Consent form with denial indicated.
- Documentation of attempts to get consent prior to the IEP meeting.
- PLAAFP statement to help determine if an agency needed to be invited to the IEP.
- Postsecondary goals and transition activities to help determine if an agency needed to be invited to the IEP.
Discussion Time

POSTSECONDARY

What does it mean?
NEW QUESTION 4 (April 2019)

4) Is there evidence that postsecondary goals were based on age appropriate transition assessment(s)?
   – Training
   – Education
   – Employment
   – Independent Living Skills, where appropriate

☐ Yes
☐ No
☐ N/A

• Please note that question 4 will no longer have a,b,c,d, sub-questions. They will be combined into one question.
• Mark NA only if the district made reasonable attempts/requests for consent to conduct a transition assessment and either the parent declined or the consent was never returned.
Consent and Transition Assessment

- Parent consent, or consent of the student who has reached the age of majority, must be obtained prior to administering transition assessments.

- Please refer to the MDE OSE memo dated 8/23/2018.
MEMORANDUM

DATE: August 23, 2018

TO: Local and Intermediate School District Superintendents—
    Public School Academy Directors

FROM: Dr. Scott M. Koonigsknecht, Deputy Superintendent

SUBJECT: Transition Assessment

The Individuals with Disabilities Education Act (IDEA), requires beginning not later than the first individualized education plan (IEP) to be in effect when the child [with a disability] turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include:

(1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and—where appropriate, independent living skills; §300.320(7)(b)(1)

The Michigan Department of Education, Office of Special Education, has recognized some districts are not obtaining parental consent to administer transition assessments. Districts are required to obtain parental consent, or consent of a student who has reached the age of majority of 18, when administering transition assessments. Therefore, consent is required if an assessment is being used to fulfill the initial transition assessment requirements of IDEA or any subsequent transition assessment(s) outside of the exclusions listed below; §300.360(d), consent is not required when:

• Reviewing existing data as part of an evaluation or a reevaluation;
• Administering a test or other evaluation that is administered to all children, unless, before administration of that test or evaluation, consent is required of parents of all children;
• An assessment is conducted as a routine activity or assignment within the curriculum, and;
• Screening a student to determine appropriate instructional strategies for curriculum implementation. (§300.362)
MEMORANDUM

DATE: February 26, 2019

TO: Local and Intermediate School District Superintendents
Public School Academy Directors

FROM: Dr. Scott Koenigsknecht, Deputy Superintendent
P-20 System and Student Transitions

SUBJECT: Update on Transition Assessment and Parent Consent

The Michigan Department of Education (MDE) issued a memo on August 23, 2018 regarding parental consent for transition assessments. Through the investigation of a state complaint, the MDE recognized the lack of consistency of implementation regarding this issue.

After a review of the federal Office of Special Education Programs (OSEP) policy and guidance pertaining to evaluation and consent, as well as a review of other state practices pertaining to parent consent and transition assessment, the MDE clarified the need to obtain parent consent when assessing students with disabilities for the purpose of identifying appropriate transition programs and services. As parents are required to provide consent for all other assessments used to develop goals and objectives, the MDE viewed transition assessments in the same light.

In the absence of specific guidance from OSEP, the MDE determined, given the emphasis of Individuals with Disabilities Education Act (IDEA) on the protections of rights for children and families, this decision was consistent with the protection of those rights. The MDE acknowledged until OSEP provided the necessary policy guidance specific to parent consent for transition assessment, the MDE would continue to require parent consent.

In response to a policy request on the issue of parent consent and transition assessment, the federal Office of Special Education and Rehabilitative Services (OSERS) has now issued guidance regarding this issue. The policy letter is attached. The MDE memo is no longer in effect and districts are referred to the current OSERS guidance.

This directly aligns with the Michigan Top 10 in 10 Strategic Goal #7: Further develop an innovative and cohesive state education agency that supports an aligned, coherent education system at all levels (state, ISD, district, and school.)

Questions may be directed to the Michigan Special Education Information Line at 888-320-8384 or email at mde-ose@michigan.gov.

Attachment

cc: Michigan Education Alliance
Karen J. Olex  
Executive Director for Special Populations  
Oakland Schools  
2111 Pontiac Lake Road  
Waterford, Michigan 48328

Dear Ms. Olex:

This letter responds to your electronic correspondence (email) to me regarding the Michigan Department of Education’s policy addressing transition assessments administered under the Individuals with Disabilities Education Act (IDEA). Specifically, you asked whether parental consent is required prior to conducting “age appropriate transition assessments” referenced in the IDEA Part B transition services provisions.

We note that section 607(d) of the IDEA prohibits the Secretary from issuing policy letters or other statements that establish a rule that is required for compliance with, and eligibility under, IDEA without following the rulemaking requirements of section 553 of the Administrative Procedure Act. Therefore, based on the requirements of IDEA section 607(e), this response is provided as informal guidance and is not legally binding. This response represents an interpretation by the Department of the requirements of IDEA in the context of the specific facts presented, and does not establish a policy or rule that would apply in all circumstances.

In brief, while there is nothing in IDEA that would prevent a State from requiring parental consent for age appropriate transition assessments related to appropriate measurable postsecondary goals, it is the position of the Office of Special Education Programs that in general, IDEA does not require a public agency to obtain parental consent before conducting those assessments, unless the assessments are part of an initial evaluation or reevaluation. Our explanation of relevant IDEA requirements follows.

Under 34 C.F.R. § 300.320(b), beginning with the first individualized education program (IEP) to be in effect when a child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include: (1) appropriate measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and (2) the transition services, including courses of study, needed to assist the child in reaching those goals. The term “evaluation,” under IDEA, means procedures used in accordance with 34 C.F.R. §§ 300.304 through 300.311 to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs. Once a child has been fully evaluated for the first time in a State, a decision has been rendered that a child is eligible under IDEA, and the required services have been determined, any subsequent evaluation of a child to determine
whether the child is a child with a disability and the nature and extent of special education and related services that the child needs would constitute a reevaluation. 20 U.S.C. § 1414(a)(2).

IDEA requires a public agency to obtain parental consent prior to conducting an initial evaluation or reevaluation. 20 U.S.C. §§ 1414(a)(1)(D)(i)(I) and 1414(c)(3) and 34 C.F.R. § 300.300(a) and (c). Under 34 C.F.R. § 300.300(a)(1), a public agency proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability under 34 C.F.R. § 300.8 must, after providing notice consistent with 34 C.F.R. §§ 300.503 and 300.504, obtain informed consent, consistent with 34 C.F.R. § 300.9, from the parent of the child before conducting the evaluation. If the parent of a child enrolled in public school, or seeking to be enrolled in public school, does not provide consent for the initial evaluation, or the parent fails to respond to a request to provide consent, the public agency may, but is not required to, pursue the initial evaluation of the child by utilizing the IDEA procedural safeguards (including the mediation procedures under 34 C.F.R. § 300.506 or the due process procedures under 34 C.F.R. §§ 300.507 through 300.516). See 20 U.S.C. § 1414(a)(1)(D)(ii)(I) and 34 C.F.R. § 300.300(a)(3)(i).

A public agency also must obtain informed parental consent, in accordance with 34 C.F.R. § 300.300(a)(1), prior to conducting any reevaluation of a child with a disability. If the parent of a child who is enrolled or seeking to be enrolled in public school refuses to consent to the reevaluation, the public agency may, but is not required to, pursue the reevaluation by using the consent override procedures described in 34 C.F.R. § 300.300(a)(3). Also, the informed parental consent to conduct a reevaluation need not be obtained if the public agency can demonstrate that it made reasonable efforts to obtain such consent and the child's parent has failed to respond. See 20 U.S.C. § 1414(c)(3) and 34 C.F.R. § 300.300(c)(1)-(2). Finally, parental consent is not required before reviewing existing evaluation data on the child as part of an evaluation or a reevaluation or administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children. 34 C.F.R. § 300.300(d)(1).

In your correspondence you state that the assessments at issue are competency-based transition assessments that are administered to all transition-aged students on a yearly basis, in order to develop postsecondary goals. If those assessments are administered to all students, both with and without disabilities, consistent with 34 C.F.R. § 300.300(d)(1)(ii), parental consent would not be required unless it is required before the administration of the assessment to all children. Further, we believe that generally, parental consent is not required prior to conducting an age appropriate transition assessment because the purpose of the assessment is to develop appropriate postsecondary IEP goals and not to determine whether a child has or continues to have a disability, and the nature and extent of the special education and related services that the child needs. If, however, the IEP Team determines that a reevaluation of the child is warranted in order to obtain additional data, based on the student's educational or related services needs including improved academic achievement and functional performance, the public agency is required to obtain parental consent consistent with 34 C.F.R. §§ 300.300(c). See also 34 C.F.R. § 300.303(a)(1). Under 34 C.F.R. § 300.300(d)(2), a State may require parental consent for other services and activities under Part B of IDEA if it ensures that each public agency in the State establishes and implements effective procedures to ensure that a parent's refusal to consent does not result in a failure to provide the child with a free appropriate public education. Consequently, if a State chooses to require consent for transition assessments it would be required to inform its local educational agencies and the Secretary of Education of this State-imposed requirement. 20 U.S.C. § 1407(a)(2) and 34 C.F.R. § 300.190(a)(2).

If you have any further questions, please do not hesitate to contact Lisa Pagano at 202-245-7413 or by email at Lisa.Pagano@ed.gov.

Sincerely,

Laurie VanderPloeg
Director
Office of Special Education Programs
QUESTION 4

• Compliance
  – To meet IDEA requirements:
    • There are postsecondary goals in training, education, employment and, where appropriate, independent living that are based on the age appropriate transition assessment results.
    • Note: NA means consent was requested but not obtained.

• Noncompliance
  No documentation of transition assessment information/data in the areas of training, education, employment, and where appropriate independent living which were used to develop the postsecondary goals.
QUESTION 4- WHERE IS THE EVIDENCE?

• Transition Plan Attachment

• PLAAFP

• Copy of Dated Named Transition Assessment(s) Results

• Student File (EDP, academic data, interview summary, student portfolio, etc.)

Remember: NO is not the same as N/A
Transition Assessment Review

- Recommend using multiple sources for current transition assessment data to address all four areas of transition.

- In IEP, document names of assessment tools/sources, the dates and summarize results. See the PLAAFP and Transition Pages.

- Information is used to develop measurable post secondary goals, transition service needs, and annual IEP goals.
TRANSITION PLAN ATTACHMENT

Required for students 16 years of age during IEP year (consider at a younger age if determined appropriate by the IEP team)

Parental Rights and Age of Majority (Check all applicable)

☐ If the student will be age 17 during this IEP, the student was informed of parental rights that will transfer to him/her at age 18.

☐ If the student has turned age 18, the student and parent were informed of the parental rights that were transferred to the student at age 18.

☐ The student has turned age 18 and a legally designated representative has been appointed (e.g., power of attorney, guardian, etc.). The representative is:

STUDENT'S POSTSECONDARY GOALS

Data sources:

☐ Required Transition Assessment
  Assessment Tool:
  Assessment Date:
  EDP Date:
  Other:

IEPT meeting attendance:

☐ The student attend the IEPT meeting

☐ The student did not attend the IEPT meeting
  If the student did not attend the IEPT meeting, describe the steps taken to ensure consideration of the student’s strengths, preferences, and interests:

Training: For example, after school completion, what additional training will you need? (Vocational program, job training, certification, apprenticeship, etc.)

Education: For example, after school completion, what additional education will you need? (Continuing adult education, college, certification programs, etc.)

Employment: For example, after school completion, what will be your job?

Independent Living (when appropriate): For example, after school completion, how will you participate in your community? (Living, activities, social, recreation, etc.)

COURSE(S) OF STUDY

Check one:

☐ Michigan Merit Curriculum leading to a High School diploma

☐ Course(s) of study leading to a certificate of completion

OR

Comments:

School Year | Age or Grade | Describe How Course(s) of Study Support Student’s Postsecondary Goal(s)

Anticipated graduation or completion date: ______________________________

Revised August 2014
QUESTION 5

5 (a, b, c, d) Does the IEP include an appropriate measurable postsecondary goals in the area of:

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>training*</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>education*</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>employment</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>and independent living skills, where appropriate</td>
<td>☐ Yes</td>
<td>☐ No</td>
<td>☐ N/A</td>
</tr>
</tbody>
</table>
What is a Measurable Postsecondary Goal?

- A statement based on age appropriate transition assessments, including documented information on the student’s strengths, preferences and interests.

- Communicates what the student will achieve after exiting public school. (An Outcome)

- Is measurable- Examples- “Will” or “Is going to”

- A measurable postsecondary goal is not thinking about, or planning to, or considering achieving the desired postsecondary outcome.

- A MPSG is not an activity.
  - Example of non-MPSG is: After school completion, John will research careers in the medical field.
WHAT IF?

...a student has a very severe disability and/or is unable or unwilling to communicate his/her postsecondary goals

- Teachers can use information based on observations, visual transition assessments, specific transition assessments (like ESTR), parent interviews, and general knowledge about the student’s strengths, preferences, and interests to help develop appropriate postsecondary goals.

- Use the PLAAFP to Explain Circumstances/Data

Remember:

Postsecondary goals are individualized.
Each student’s vision for his or her life will be different!
Guiding Questions in Planning for Youth with Significant Disabilities

- Can the young adult express interests?
- If no, get information from parents and caregivers to develop transition plan
- What are the special health care needs?
- What are needs/challenges preventing the young adult from working outside the home?
- Who can provide education/training to assist the young adult?
- What can the young adult accomplish without assistance?
- What else could the young adult accomplish if assistance were provided by a job coach, habilitation training specialist, or other caregiver?

Oklahoma University Zarrow Center [http://www.ou.edu/education/centers-and-partnerships/zarrow](http://www.ou.edu/education/centers-and-partnerships/zarrow)

NTACT [https://www.transitionta.org/](https://www.transitionta.org/)
Possible Severe MPSGs Samples

MPSG Training Education

• After high school, Jeremy will improve his social, self-advocacy, and self-care skills by attending instruction at a center-based adult program.

• After graduation, Cindy will participate in a center-based program designed to provide rehabilitative and vocational training with medical and therapeutic supports.

• Immediately after graduation, Cindy will receive job-development services from vocational rehab or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within one year of graduation.

• After high school, Tom will independently prepare for work each day, including dressing, making his bed, making his lunch and accessing transportation.

• After exiting school, George will attend a day program in his community where he will receive training in the work and social skills that are necessary for him to be employed part-time in sheltered employment.
Possible Severe MPSGs Samples

Employment

• After graduation, Debbie will obtain a supported employment position that allows her to work to her maximum stamina and incorporates the use of assistive technology.
• After graduation, Adrian will work with support at the community rehabilitation program in an assembly and packaging position to prepare him for future community-based employment.
• After finishing school, George will participate in Life Skills training in a sheltered workshop environment where he can be engaged in daily work outside of the home, including landscaping, stocking shelves.
• After exiting school, Mary will work as an assistant in a church nursery or library to provide music for children’s activities using an environmental control device and adaptive switch.
Possible Severe MPSGs Samples

Independent Living

• After high school, Tom will independently prepare for work each day, including dressing, making his bed, making his lunch and accessing transportation.

• After exiting school, William will live at home with his mother, and with the support of a job coach, will volunteer at a local childcare facility where he will play music during dance and nap times.

• After finishing school, Laura will participate in an adult structured workshop to develop and maintain daily living skills and supported independence.

• After finishing schools, Linda will live semi-independently with a roommate in an assisted living apartment with supports provided though Disability Services.

• After completion of school, John will live with his mother and continue to take part in community activities like bowling, going to church and visiting friends and family.
DIGGING DEEPER!

We should not accept a “none” or “don’t know” response from a student. Help them think it through.

Help them try to explore their options in training, education, employment, and independent living.

If needed, keep it general and refine later. “After exiting school, John will get a job”

Must be based on documented information about the student.
Measurable Postsecondary Goal Areas

Training and Education
Specific vocational or career field, independent living skills training, vocational training program, apprenticeship, 4 year college or university, technical college, 2 year college, Vocational Technical School, etc.

Employment
Paid (competitive, supported, sheltered); unpaid employment

Independent Living, where appropriate
Adult living, daily living, independent living, financial, transportation, etc.
Should There Be A Measurable Postsecondary Goal In Each Area?

Yes, definitely for three areas!

• Possibly NA for Independent Living.

• Training/Education can be combined into one all-inclusive goal or two separate goals
  – (Don’t leave a box empty on Transition Form)

• Employment

• Independent living (Where appropriate)
Example: 3 Separate Goals

1. **Education**
   After high school, I will take agricultural study courses at Cornville Community College.

2. **Training**
   After high school, I will get on the job training to become a farmer on my family’s farm.

3. **Employment**
   After high school, I will work full time as a farmer on my family’s farm.
Example: 2 Separate Goals

Training/Education

After high school I will get on the job training on my family’s farm to become a farmer.

Employment

After high school I will work full time as a farmer on my family’s farm.
Example: Independent Living (where appropriate)

After high school, I will live with a roommate in an apartment.
QUESTION 5

For compliance
To meet IDEA requirements:

• Response must be YES in all areas, except N/A for independent living.

• Do not leave empty boxes on the form. Repeat the statement if needed for Training and Education.

• Use NA, where appropriate.

• There are documented appropriate measurable postsecondary goals in the areas of training*, education*, employment and, where appropriate, independent living that will be achieved after the student exits the public school system?

*Note: If postsecondary training and education goals are combined into one goal, mark YES for each.

Remember: NO is not the same as N/A
QUESTION 5

Noncompliance

- A postsecondary goal that is not measurable.

- The postsecondary goal is really an activity.

- There is no documentation of a measurable postsecondary goal in each of the areas of training, education, employment and independent living, where appropriate.

- Address all four sections on the transition page. Do not leave a section blank or use NA except Independent Living.
REMEMBER!

“WILL”
6. Are the postsecondary goals updated annually?

☐ Yes  ☐ No
QUESTION 6

Response must be YES for compliance

To meet IDEA requirements:

• Documentation that the postsecondary goals for education, training, employment and, where appropriate, independent living were reviewed annually and updated as necessary.
  
  (Don’t forget the PLAAFP for documenting.)

• If IEP is current and indicates that the student’s preferences and interests have changed or remained the same since the last IEP, then the IEP team has reviewed and updated the postsecondary goals as necessary.

Noncompliance

  No documentation that postsecondary goals, on an annual basis, were reviewed and/or updated as necessary.
QUESTION 5 and 6: WHERE IS THE EVIDENCE?

- Present Level of Academic Achievement and Functional Performance Section of the IEP
  - See the PLAAFP factors considered
  - See the PLAAFP
- Transition Plan Attachment: Student’s Postsecondary Goals Section:
  - Training
  - Education
  - Employment
  - Independent Living
- Student IEP/File
  - Transition assessment information
  - Comparison of previous IEP to current IEP
  - Documentation in IEP of update
TRANSITION PLAN ATTACHMENT
Required for students 16 years of age during IEP year (consider at a younger age if determined appropriate by the IEP team)

Parental Rights and Age of Majority (Check all applicable)
☐ If the student will be age 17 during this IEP, the student was informed of parental rights that will transfer to him/her at age 18.
☐ If the student has turned age 18, the student and parent were informed of the parental rights that transferred to the student at age 18.
☐ The student has turned age 18 and a legally designated representative has been appointed (e.g., power of attorney, guardian, etc.). The representative is:

STUDENT'S POSTSECONDARY GOALS

Data sources:
☐ Required Transition Assessment
  Assessment Tool:
  Assessment Date:
☐ EDP Data
☐ Other:

IEPT meeting attendance:
☐ The student attend the IEPT meeting
☐ The student did not attend the IEPT meeting
  If the student did not attend the IEPT meeting, describe the steps taken to ensure consideration of the student's strengths, preferences, and interests:

Training: For example, after school completion, what additional training will you need? (Vocational program, job training, certification, apprenticeship, etc.)

Education: For example, after school completion, what additional education will you need? (Continuing adult education, college, certification programs, etc.)

Employment: For example, after school completion, what will be your job?

Independent Living (when appropriate): For example, after school completion, how will you participate in your community? (Living, activities, social, recreation, etc.)

COURSE(S) OF STUDY

Check one:
☐ Michigan Merit Curriculum leading to a High School diploma
☐ Course(s) of study leading to a certificate of completion
  OR
  __________________________________________

Comments:

School Year | Age or Grade | Describe How Course(s) of Study Support Student’s Postsecondary Goal(s)

Anticipated graduation or completion date: __________________________

Rev 03/11/14 by G. Shrestha
Rev 04/21/14 by C. Crandall
Rev 01/12/16 by C. Crandall
QUESTION 7

7. Does the IEP include transition services that will reasonably enable the student to meet his or her postsecondary goals?
   □ Yes       □ No
QUESTION 7

Response must be YES for compliance

To meet IDEA requirements:
Documentation of transition services, (including courses of study), such as instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation, that will enable the student to meet his or her postsecondary goals.

Noncompliance:
There are no documented transition services for identified areas of need.
Transition Services

- Should focus on academic and functional achievement to facilitate movement from school to post-school life.

- **Individualized!**

- Agency/Title Column must have one or more persons or agencies, and don’t forget to include the school when appropriate.

- For each postsecondary goal transition services may include:
  - Instruction
  - Related Services
  - Community Experience
  - Development of Employment and Post-School Objectives
  - Acquisition of Daily Living Skills (if appropriate)
  - Functional Vocational Evaluation (if appropriate)
  - Special Education
Remember: Transition Services

• Be sure services/activities address identified Measurable Postsecondary Goals and identified needs

• Transition Services are intended to be those services the DISTRICT offers to the student, while the current IEP is in effect, to support movement to his/her postsecondary goals

• Must address at least one service area with an activity, but strongly recommend having more to be sure to address each measurable postsecondary goal

• All areas should be considered

• When filling out the Responsible Column, consider people by title, the student, the school, and, possibly, agencies. (Example: MRS, Parent, School Staff, Student)

  NOTE: On the Transition Plan, the Expected Completion date is not a requirement. It just helps focus the current IEP implementation.
### Secondary Transition Services

**Needed Transition Services and Activities Related to Student’s Postsecondary Goals and Present Level of Academic Achievement and Functional Performance:**
- **Instruction**
- **Related Services (community based)**
- **Community Experience:**
- **Development of Employment**
- **Other Post School Adult Living Objectives**
- **Acquisition of Daily Living Skills (when appropriate)**
- **Functional Vocational Evaluation (when appropriate)**

**Agency Title of Person Responsible**

**Expected Completion Date**

### Agency Representation

A representative from any other agency likely to be responsible for providing or paying for transition services must be invited to attend each IEP meeting. **NOTE:** Consent is required prior to each IEP meeting when inviting agency representatives.

- [ ] There was NO need to invite a community agency representative.
- [x] There was a need to invite a community agency representative likely to provide or pay for transition services.

**Consent was obtained**

- **Date**

**Consent was NOT obtained**

- **Reason**

**Did the community agency representative attend the IEP?**

- [ ] YES
- [ ] NO

---

Note: If the designated agency fails to provide the recommended services, the public agency responsible for the student’s education shall call a meeting to identify alternative strategies and, if necessary, revise the IEP.
QUESTION 8

8. Does the IEP include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

☐ Yes  ☐ No
QUESTION 8

Response must be YES for compliance

For compliance
To meet IDEA requirements:

The documented courses of study (Michigan Merit Curriculum or curriculum based on alternate achievement standards) enables the student to achieve his or her postsecondary goals.

If the student is working toward a Certificate of Completion or has a Personal Curriculum, the courses must be listed on file with the district.

Noncompliance

– No courses of study documented.

– The documented courses of study do not enable the student to achieve his or her postsecondary goals.
  
  Example: Student wants to be a doctor, but is in a non-diploma course of study.
QUESTION 8- WHAT IS MEANT BY COURSES OF STUDY?

- Courses of Study: Courses and educational experiences that align to the student’s postsecondary goals.
  (Caution: Mismatch of careers requiring diploma & non-diploma/certificate course of study)

- For many students, courses of study is the long term plan for determining general education courses (Michigan Merit Curriculum and electives like auto mechanics, computer assisted drawing, etc.).

- The intent is to support the student’s postsecondary goals with the academics and other courses that align with the MPSG and will eventually lead to the attainment of a diploma and the MPSG.
Transition Services Course/s of Study

IEP team must determine what instruction and educational experiences will assist the student to prepare for the transition from secondary education to post-secondary life

Focus On:
- Courses of study includes all courses and educational experiences
- How the educational program can be planned and relate directly to the student’s goals beyond secondary education
- Showing how those courses are linked to those goals
QUESTION 8: WHAT IS MEANT BY COURSES OF STUDY?

• For some students that have moderate to severe disabilities, the courses of study would be a long term plan in more generalized content areas like independent living, self determination, vocational skills, social skills, etc.

• Indication that student will be taking a course of study leading to a diploma or school completion plan with statement of alignment to MPSG is sufficient course of study statement.
QUESTIONS 7 AND 8: WHERE IS THE EVIDENCE?

IEP Form and Transition Plan Attachment

• Both identify the courses of study:
  ▪ Michigan Merit Curriculum leading to a diploma
  ▪ Courses of study leading to some type of a certificate of completion

• Transition Plan Attachment provides space for comments regarding courses of study

• The Secondary Transition Services page which indicates:
  ▪ The type of service and/or activity
  ▪ The individuals and/or organizations that will work with the student (Show coordination: ex., parent, MRS, school, student)
  ▪ As an option, when the activity will be completed
9. Are there annual IEP goals related to the student’s transition services needs?

☐ Yes       ☐ No
What Are Annual IEP Goals and Short Term Objectives?

• These are IEP statements that define the measurable progress that is to be achieved within an annual IEP timeframe.

• Goal areas may include reading, math, writing, pre-vocational, career specific, affective, speech and language, etc.

• The goals and short term objectives address identified student needs and are designed to assist the student to eventually be successful in achieving his/her post-secondary goals.

• A measurable annual goal must identify a skill or behavior to be achieved, current levels of skill, a target for achievement, a method of measurement, all of which can be found in the goal itself or in other areas of the IEP.
QUESTION 9

Response must be YES for compliance

For compliance

To meet IDEA requirements:

- Documentation that at least one annual IEP goal supports the student’s transition services needs listed in the IEP. (Remember the MPSGs)

Noncompliance:

- No documentation of an annual goal in the IEP related to the student’s transition services needs.

- No annual IEP goal related to the transition services needs which meet the requirements of a measurable annual goal.
Aligning with Transition Needs and The Measurable Postsecondary Goals

• Annual IEP goals to support transition needs are often written within the general curriculum (for example, a math goal).

• Annual can be written outside of the general curriculum, such as behavioral, prevocational, life skills training, or affective, work skills, etc. Caution: Be sure you are addressing a skill, not an activity.

• Remember: Transition needs can be addressed in other areas of the IEP (for example, transition services).

• A given IEP goal may support more than one postsecondary goal.

• Be sure to provide baseline in the PLAAFP and/or Annual Goal.

Tip: SAME SKILL- SAME SCORING!
Addressing a Transition Need Without an Annual IEP Goal

William’s measurable postsecondary goal in employment is he will get a job after high school, but he doesn’t have a definite career area in mind. An example of addressing his transition needs (career issues?) could be:

**Transition Services Page:**
Observe six different jobs in the community, log the jobs observed, and record the job duties and skills from each observation.

**Agency/Person Responsible:** William, School, Parents

Explanation- By further exploring other possible careers, Samuel would hopefully develop an interest in a specific type of employment that he will seek following high school. As a result, his measurable post-secondary goal in for employment will become more specific.
Sample IEP Annual Goal Related to Student’s Needs

• If the transition measurable postsecondary goal reads:
  – “After graduation from high school, Alex will enroll at Lansing Community College and take a business math class to advance his career in business.”

• An appropriate related annual goal might be:
  – “When given a two-step word problem from his Algebra text, Alex will decode the steps required to complete the problem and solve with 80% accuracy as measured by class work and tests by June 7, 2019.”
  – Baseline?
QUESTION 9: WHERE IS THE EVIDENCE?

• Annual Goals and Short-Term Objectives Page

• PLAAFP FOR Transition Needs and MPSG

• Transition Attachment

• Others?
Goal Rubric

Currently, [the student’s name] is at [provide student’s current level of functioning]. By [date timeline for completion], the student will [demonstrate measureable/observable target skill] when/at [detailed condition that needs to be present/specific criteria that indicates the degree or level to which the student will perform] on assessment [identify how the progress will be monitored, measured and documented], which will occur [provide the schedule when the evaluation will occur]
Possible Goals?

1) **Baseline:** An informal teacher assessment on September 22, 2018 indicates the student demonstrated, using a teacher supplied rubric, two out of four interviewing behaviors and was able to answer one out of four interview questions.

   **Annual Goal:** By June 15, 2019, the student will support his transition goal of getting a job, by demonstrating, using a teacher supplied rubric, four out of four interviewing behaviors and answer three out of four interview questions as measured by teacher checklist, completed answers and documented in the teacher log.

2) **Baseline:** Currently, the student is able to accurately answer comprehension questions at an average of 70%, when given teacher selected reading texts at a 5th grade level.

   **Annual Goal:** By October 2019, the student will be able to accurately answer comprehension questions at an average of 90%, when given teacher selected reading texts at a 5th grade level, as measured by the teacher made rubric and documented in the student’s file.

3) **Baseline:** Currently, the student is able to read 27 sight words from the list of 40 High Frequency Sight Words for 5th graders.

   **Annual Goal:** By October 2019, when asked to read 40 High Frequency Sight Words for 5th graders, the student will be able to read 35 sight words, as measured by the teacher made rubric and documented in the student’s file.
Possible Goals?

4) Baseline: Currently, the student reads a grade level literacy text, with verbal and written prompts to analyze the text, at a corrected rate of 115 words per minute.

Annual Goal: By June 10, 2019, when given a grade-level literacy text, with verbal/written prompts to analyze the text, the student will read the material at a corrected rate of 180 words per minute as measured by teacher assessments.

5) Baseline: Currently, when given a four-function calculator, the student solves 10 one-step word problems, using addition and subtraction, with 65% accuracy as scored by teacher made assessments on a weekly basis.

Annual Goal: By June 10, 2019, the student will, when given a four-function calculator, solve 10 one-step word problems, using addition and subtraction, with 85% accuracy as scored by teacher made assessments on a weekly basis.

6) Baseline: Currently, when given a task or direction, the student begins the task within 3 minutes and only remains on task for a maximum of 5 minutes.

Annual Goal: By September 20, 2019, when given a task or direction, the student will begin the task with 1 minute and remain on task for a minimum of ten minutes as measured by staff data log.
REMEMBER!

The annual goals should address identified needs for the student, as explained in the IEP.

There needs to be baseline data connected to the annual IEP goals!
10. Is there evidence that the student’s needs, taking into account their strengths, preferences and interests, were considered?

☐ Yes  ☐ No
QUESTION 10

Response must be YES for compliance with IDEA standards.

For compliance

To meet IDEA requirements:

– Documentation that the student attended and participated in the IEP Team meeting.

– Documentation within the IEP that the student’s strengths, preferences, and interests were considered if he or she was not in attendance.
QUESTION 10

Noncompliance:

No documentation in the IEP that the student’s needs, taking into account his/her strengths, preferences and interests, were considered.
QUESTION 10- WHERE IS THE EVIDENCE?

- Transition Assessment Results
- Factors to Consider on IEP (RESA form)
- Comments about student in PLAAFP
- Transition Attachment Page:
  Did Student Attend?
  - If No, Steps to ensure consideration…
  - “I” statements
## In Person Inter-rater Reliability Trainings

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 22</td>
<td>Bay Arenac ISD</td>
<td>1-4 pm</td>
</tr>
<tr>
<td>April 23</td>
<td>Genesee ISD</td>
<td>8:30-11:30 am</td>
</tr>
<tr>
<td>April 24</td>
<td>Allegan Area ESA</td>
<td>1-4 pm</td>
</tr>
<tr>
<td>April 25</td>
<td>Mecosta Osceola ISD</td>
<td>8:30-11:30 am</td>
</tr>
<tr>
<td>April 29</td>
<td>Wayne RESA</td>
<td>8:30-11:30 am</td>
</tr>
<tr>
<td>April 29</td>
<td>Wayne RESA</td>
<td>1-4 pm</td>
</tr>
<tr>
<td>April 30</td>
<td>Wayne RESA</td>
<td>8:30-11:30 am</td>
</tr>
<tr>
<td>May 1</td>
<td>Kirtland - Grayling</td>
<td>1-4 pm</td>
</tr>
<tr>
<td>May 2</td>
<td>Clinton County RESA</td>
<td>1-4 pm</td>
</tr>
<tr>
<td>May 3</td>
<td>Marquette Alger RESAS</td>
<td>1-4 pm</td>
</tr>
</tbody>
</table>
The Office of Special Education (OSE) will be offering a series of half-day trainings to increase interrater reliability for those individuals who complete the B-13 (Secondary Transition) Checklist. This audience may include ISD monitors, ISD transition coordinators, and district personnel who complete the checklist. Each training session will cover the same content and there is no need to attend more than one session. Each session is limited to 50 participants. If there are not at least 10 participants registered for a session, the session will be canceled one week prior. These sessions will be interactive, and all participants will need a computer to complete the activities.

At this time, the OSE reviews a selection of IEPs when they are uploaded with the B-13 Checklist. The OSE changes answers from yes to no as well as no to yes. This year, we are working to improve interrater reliability so that the data submitted through the checklist is valid and reliable. These training sessions are a voluntary opportunity to receive technical assistance. If the OSE changes an answer from an IEP in this collection cycle, the ISD and member districts will receive targeted technical assistance before the next collection cycle.
TIME FOR QUESTIONS/COMMENTS
Your Thoughts?

- https://www.surveymonkey.com/r/041219-Stemple-6892
CONTACT

Larry Stemple
Wayne RESA
734 334 1541
stempll@resa.net
http://www.resa.net/specialeducation/transitionplanning/

or http://bit.ly/2mwV60I