Quick Reference Guide:

Using the SPP B-13 transition IEP checklist

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Larry Stemple, Manager- General Supervision and Accountability
Vita Marie Lusk, Special Education Consultant
Wayne RESA
QUESTION 1

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

☐ Yes  ☐ No

Response must be YES for compliance.

YES for compliance to meet IDEA requirements:

• Documentation that the student was invited prior to the IEP Team meeting prior to the IEPT meeting (note of verbal invite; dated phone log with method of invite <in person, phone, email>; invitation; etc.)
• Documentation that an invitation to the IEP Team meeting was addressed specifically to the student (may be co-addressed with parent)

NO for noncompliance:

• No documentation that the student was invited to the IEP Team meeting
• There is evidence of student attendance, but no evidence of a student invite PRIOR to the IEP Team meeting.
• An invitation addressed to the parents only but lists the student as a participant is not sufficient to document the student has been invited.

NOTE: Documentation of the student’s attendance at the IEP Team meeting (sign-in) is not sufficient evidence of prior invitation.

QUESTION 1: WHERE CAN THE EVIDENCE BE FOUND?

• IEP invitations (Copy given to both the parent and 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
QUESTION 2

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

☐ Yes    ☐ No    ☐ N/A

Response must be YES or N/A for compliance.

YES for compliance to meet IDEA requirements:

• Documentation that, if an agency likely to pay or provide for transition services is to be invited, a request for consent was provided to the parent or student, who has reached age of majority.

• Documentation that, if an agency likely to pay or provide transition services was invited, that written consent was provided by the parent, or student who has reached age of majority.

If N/A:

• Documentation that the member district determined that an outside agency was not likely to provide or pay for services at this time.

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

NO for noncompliance:

• No documentation that, if an agency likely to pay or provide transition services was invited to the IEP by the member district, that written consent was provided by the parent, or student who has reached the age of majority.

• No documentation that the IEP Team determined that there was no need to invite an outside agency.

NOTE: Consent must be obtained each time a transition IEP is held.

NOTE: Date of consent must occur prior to the date of the invitation.

NOTE: Consent is always in writing.
QUESTION 3

3. 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?

☐ Yes    ☐ No    ☐ N/A

Response must be YES or N/A for compliance.

YES for compliance to meet IDEA requirements:

• Documentation of an invitation to a community agency that is likely to provide or pay for transition services was sent prior to the IEP team meeting.

NOTE: MDE has stated: A copy of the specific invitation to the agency, or phone log or copy of email of invitation to the agency is needed. (See MDE memo dated February 2018) [https://training.catamaran.partners/b-13-secondary-transition](https://training.catamaran.partners/b-13-secondary-transition)

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 member district determined that a participating agency was not likely to provide or pay for services even if the member district had previously obtained consent to invite an agency.

NO for noncompliance:

• Consent was provided but there is no documentation of agency invitation, nor a decision that an agency was not likely to provide or pay for transition services.
• Documentation exists indicating there was a need to invite an agency likely to provide or pay for transition services, but there is no evidence of consent and/or an invitation.
• Consent was not provided but an agency was still invited by the school.
• IEP Invitation is not addressed, or co-addressed, to the agency, i.e. the agency is only listed under the attendees section of the invitation.
QUESTION 2 AND 3: WHERE CAN THE EVIDENCE BE FOUND?

IEP

- Refer to PLAAFP statement to help determine if an agency needed to be invited to the IEP
- IEP Invitation
- Refer to postsecondary goals and transition activities to help determine if an agency needed to be invited to the IEP
- See Agency Representation Section of Transition Plan Attachment

Student File

- Copy of Consent to Invite Agencies to an IEP Team Meeting Form
- Consent Form With Denial Indicated
- Documentation of Attempts To Get Consent
- Phone log or email documentation

NOTE: Date of consent must occur prior to the date of the invitation.

QUESTION 4 (A, B, C, D)

4. Is there evidence of a postsecondary goal that is based on age appropriate transition assessment(s) for each of the following?

a) training* ☐ Yes ☐ No
b) education* ☐ Yes ☐ No
c) employment ☐ Yes ☐ No
d) and, where appropriate, independent living skills ☐ Yes ☐ No ☐ N/A

YES for compliance to meet IDEA requirements:

- The transition assessment(s) or data source must be named.
- Response must be YES in all areas, except independent living skills, which can be NA.
- There are postsecondary goals in training*, education*, employment and, where appropriate, independent living skills that are based on the age appropriate transition assessment(s) results.
- It is recommended that the assessment date(s) are documented and that the assessment(s) has been updated within 12 months.
• It is recommended that the transition assessment results for the four areas be summarized within the IEP, usually in the PLAAFP.

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

**NO for noncompliance:**

No documentation of transition assessment information/data in the areas of training, education, employment, and, where appropriate, independent living skills.

**NOTE:** A student or parent interview alone is not sufficient but can be used in conjunction with other transition assessments.

**QUESTION 4: WHERE CAN THE EVIDENCE BE FOUND?**

• Transition Plan Attachment
• PLAAFP
• Copy of Dated Transition Assessment Results
• Student File

**NOTE:** What Are Measurable Postsecondary Goals? These are the student’s 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. These are not annual IEP goals.

**QUESTION 5 (A, B, C, D)**

5. Does the IEP include appropriate measurable postsecondary goals in the areas of training, education, employment and, where appropriate, independent living?

   a) training* □ Yes □ No
   b) education* □ Yes □ No
   c) employment □ Yes □ No
   d) and, where appropriate, independent living skills □ Yes □ No □ N/A

**YES for compliance to meet IDEA requirements:**
• There are documented measurable postsecondary goals in the areas of training*, education*, and employment and, where appropriate, independent living that will be achieved after the student exits the public school system?
• If postsecondary training and education goals are combined into one goal, mark YES for each.
• Response must be YES in all areas, except N/A for independent living skills.
• If needed, keep it general and refine later. “After exiting school, John will get a job”

**NOTE:** Measurable means that the goal can be counted or measured. Some possible verbs that meet this requirement are “will” or “is going to”.

**NOTE:** Measurable postsecondary goals describe what will occur when the student has completed all public school programming.

**NO for noncompliance:**

• A postsecondary goal that is not measurable.
• There is no documentation of a measurable postsecondary goal in each of the areas of training, education, employment and, where appropriate, independent living skills.
• The postsecondary goal uses terms such as “wants”, “will pursue” or “will consider”.

**QUESTION 6**

6. Are the postsecondary goals updated annually?

☐ Yes    ☐ No

**YES for compliance to meet IDEA standards:**

• Documentation that the postsecondary goals for education, training, employment and, where appropriate, independent living were reviewed annually and updated as necessary.
• The student’s IEP is current and indicates that the student’s preferences and interests have changed or remained the same since the last IEP.

**NOTE:** As students mature, and have new learning and experiences, their goals may mature and become more specific.

**NO for noncompliance:**
• No documentation that postsecondary goals were reviewed and/or updated, on an annual basis.
• The IEP was not reviewed within one year from the previous IEP.

QUESTIONS 5 and 6: WHERE CAN THE EVIDENCE BE FOUND?

• Present Level of Academic Achievement and Functional Performance Section of the IEP (PLAAFP)
• See the PLAAFP factors considered
• Transition Plan Attachment: Student’s Measurable 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

NOTE: If the previous year’s postsecondary goals have not changed, a statement that postsecondary goals continue to be current should be included.

QUESTION 7

7. Does the IEP include transition services that will reasonably enable the student to meet his or her postsecondary goals?

☐ Yes      ☐ No

YES for compliance to meet IDEA standards:

• Listing of transition services 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, (in addition to courses of study) and provision of a functional vocational evaluation, that will enable the student to meet his or her postsecondary goals.
• Each transition area must be considered when planning transition services. There is no requirement to consider an activity for each area.
• Remember provision of transition services is a coordinated effort requiring more than one person or agency.
• Transition services are a coordinated set of activities that will occur during the current IEP years, as well as long range.

NOTE: Transition services are individualized based on identified areas of need and directed at helping the student achieve identified measurable postsecondary goals.

NO for noncompliance:

There are no documented transition services for identified areas of need.

NOTE: Transition services may include:

• Instruction: Teaching specific skills in both formal and informal educational settings and in the community.
• Related Services: Supports needed for students to access more integrated work, education, and living environments. Related services, within the context of transition services, is to help students and families determine if related services are needed beyond high school, help identify who or what agency might provide those services, help identify how the student and family can access those services and make the connections to needed services prior to the student leaving school.
• Community Experience: Includes participation in community work experiences, recreation/leisure activities, residential and community engagement activities, volunteering, and training in accessing community settings, or joining a team/club/organization.
• Development of Employment: Includes job seeking skills, career exploration, skill training and actual employment opportunities. Volunteer work also provides important skills and experiences that could lead to integrated employment.
• Other Post-School Adult-Living Objectives: Includes those services that support activities such as access to employment support agencies, establishing a bank account, registering to vote, filing taxes, renting a home, accessing medical services, filing for insurance, accessing adult services, college information, or Social Security Income (SSI).
• Acquisition of Daily Living Skills (when appropriate): Creating opportunities at school and in the community to learn skills to live independently or with support(s). These skills may include housekeeping, medication, self-management, transportation and mobility, self-advocacy and self-awareness, and other skills associated with being an active community member.
• Functional Vocational Evaluation: An in-depth look at the career and vocational interests and skills of a student with disabilities within the context of authentic work experiences. This includes situational assessments or community-based assessments in the setting where the actual skills and/or job are performed. The
evaluation provides specific data regarding general work behaviors across a variety of job sites.

NOTE: Recommendation: There should be at least one transition service for each measurable postsecondary goal.

NOTE: The school has the primary responsibility for the provision of identified services.

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

YES for compliance to meet IDEA standards:

• 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.

NO for noncompliance:

• No courses of study documented.
• The documented courses of study do not enable the student to achieve his or her postsecondary goals.

NOTE: WHAT IS MEANT BY COURSES OF STUDY?

• 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.
• Courses of Study: Courses and educational experiences that align to the student’s postsecondary goals.
• 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 these postsecondary goals and that will eventually lead to the student’s desired post school outcomes.
• 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 skills, self-determination, vocational skills, social skills, etc. Indication that the student will be taking a course of study leading to a diploma or school completion plan with statement of alignment to PSG is a sufficient courses of study statement.

QUESTIONS 7 AND 8: WHERE CAN THE EVIDENCE BE FOUND?

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

QUESTION 9

9. Are there annual IEP goals related to the student’s transition services’ needs?

☐ Yes  ☐ No

YES for compliance to meet IDEA standards:

Documentation that at least one annual IEP goal, which meets the requirements of an annual goal, supports the student’s transition services needs listed in the IEP.

NO for Noncompliance:

• No annual goal related to the transition services needs and which meets the requirements of a measurable annual goal.
• No documentation of an annual goal in the IEP related to the student’s transition services’ needs.

QUESTION 9: WHERE CAN THE EVIDENCE BE FOUND?
• Annual Goals and Short-Term Objectives Page
• PLAAFP for Transition Needs and Measurable Postsecondary Goals (MPSGs).
• Transition Attachment for Measurable Postsecondary Goals (MPSGs).

NOTE: 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 terms objectives address identified student needs and are to designed to assist the student to eventually be successful in achieving his/her post-secondary goals.

NOTE: A measurable annual goal must identify a skill or behavior to be achieved, current levels of skill (baseline), a target for achievement, and a method of measurement, all of which can be found in the goal itself or in other areas of the IEP.

Example 1: Alex

Postsecondary goal for Education: After graduation, Alex will enroll at the Community College and take a business math class to advance his career in business.

Transition Service/Activity: special education instruction in math

An appropriate related annual goal might be: When given a two-step word problem from his Algebra text Alex will determine the steps required to complete and solve the problem, increasing his accuracy from 65% to 80%, as measured by class work and test by June 7, 2020.

Example 2: Tanya

Postsecondary goal for Employment: After exiting the public school system, Tanya will work in supported or competitive employment.

Transition Service/Activity: Job shadowing at retail stores. Work experience at Ernie’s.

An appropriate related annual goal might be: Currently, Tanya responds to greetings but does not initiate greetings. By June 7, 2020, Tanya will initiate greetings when entering a classroom or other setting on 4 out of 5 opportunities, as measured by teacher observation and documented in teacher logs daily.
QUESTION 10

10. Is there evidence that the student’s needs, taking into account their strengths, preferences and interests, were considered?

☐ Yes    ☐ No

**YES for compliance to meet IDEA standards:**

- Documentation that the student attended 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. This can include formal and informal tests, interest inventories, or written documents containing a discussion/interview with the student and/or parent.

**NO for noncompliance:**

The student did not attend the IEP and there was no documentation in the IEP that the student’s needs, taking into account his/her strengths, preferences and interests, were considered.

**QUESTION 10: WHERE CAN THE EVIDENCE BE FOUND?**

- Transition Assessment Results addressed
- Factors list Page 2
- Comments in PLAAFP
- Transition Attachment
  - Did Student Attend?
  - If No, Steps to ensure consideration of student’s strengths, preferences and interests.
  - “I” statement
FINAL POINTS TO CONSIDER

NOTE: IEP CHECKLIST REVIEW

- Evidence is required
- If it’s not documented, it did not happen
- If IEP is not compliant, a Student Level Corrective Action Plan (SLCAP) will be required
- District Corrective Action Plans will probably follow if non-compliance is found
- If non-compliance is found, then more student files will likely need to be reviewed for compliance

NOTE: STRONG RECOMMENDATION

Continue to develop and review your future IEPs with the SPP B-13 checklist.