

Quick Reference Guide:

*Using the SPP B-13 transition IEP
checklist:*

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ITEM 1: Student Invitation

1. Was the student invited to the IEP Team meeting where transition services were discussed?

Response Options Yes No

YES for compliance:

- MDE: Evidence that an invitation to the IEP Team meeting was addressed specifically to the student (may be co-addressed with parent).
- MDE: Evidence that the student was invited to the IEP Team meeting (note of verbal invitation; dated phone log or invitation; etc.)
- MDE: Student attendance at the IEP Team Meeting.

WCRESA recommends:

- Have evidence of student attendance AND evidence of a student invitation PRIOR to the IEP Team meeting.
- Have an invitation addressed to the parents and the student. Don't just list the student as a participant

NO for noncompliance:

- No evidence that the student was invited to the IEP Team meeting.

ITEM 1: WHERE CAN THE EVIDENCE BE FOUND?

- IEP invitations (Copy given to both the parent and student).
- Student interview to verify invitation (document the interview with date, method and by whom).
- MDE: IEPT Sign-in sheet.
- MDE: Documentation of student's participation in the IEPT meeting.

ITEM 2: Prior Consent to Invite an Agency

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

Response Options Yes No N/A

YES for compliance:

- MDE: 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, prior to the IEP Team Meeting.

Remember:

- MDE: Consent must be obtained before a community agency representative can be invited to an IEP Team meeting.
- MDE: Consent must be obtained each time a transition IEP is held. Consent for agency representative to be invited to an IEP Team meeting is valid for up to one year from the date of consent or until the first IEP Team meeting at which transition services will be discussed; whichever occurs first.
- MDE: Date of consent must occur prior to the date of the invitation.
- MDE: Consent is always in writing and includes a written signature from the person granting the consent.

If N/A:

- MDE: Documentation that the member district determined that a participating agency was not likely to provide or pay for services.
- MDE: 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:

- MDE: No documentation that, if an agency likely to pay or provide transition services, was invited to the IEPT meeting, that prior written consent was provided by the parent, or student who has reached the age of majority.
- MDE: No documentation that the IEP Team determined that there was no agency likely to pay for or provide transition services.

ITEM 3: Participating Agency Invitation

3. Was a representative of any participating agency likely to be responsible for providing or paying for transition services invited prior to the IEP Team meeting?

Response Options Yes No N/A

YES for compliance:

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

Remember:

- MDE: The invitation must indicate the time, purpose, and location of the meeting.
- MDE: Date of consent must not be after the date of the invitation.
- MDE: Participating agency can be listed on invitation as participating member of IEPT meeting.

If N/A:

- MDE: Documentation that the parent or student, who has reached age of majority, denied consent or did not respond to the request for consent.
- MDE: Documentation that the member district decided 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:

- MDE: 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.
- MDE: Documentation exists indicating there was a need to invite an agency likely to provide or pay for transition services, but there is no documentation of consent and/or an invitation.
- MDE: Consent was not provided but an agency was still invited to the meeting.

ITEMS 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.

ITEM 4: Postsecondary Goals Based on Assessment

4. Were the postsecondary goals based on age appropriate transition assessment?

Response Options Yes No

YES for compliance:

- MDE: Transition assessment(s) or data source was named or described.
- Remember:*
- MDE: Acceptable evidence or transition assessments include listed transition assessment(s) or description of the assessment process (e.g. Discovery, Positive Personal Profile...).
 - MDE: Transition assessments must be completed prior to the first IEP meeting where transition services will be discussed.

WCRESA recommends

- The assessment date(s) are documented and that the assessment(s) has been updated within 12 months.

- The transition assessment results for all areas should be summarized within the IEP, usually in the PLAAFP.

NO for noncompliance:

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

ITEM 4: WHERE CAN THE EVIDENCE BE FOUND?

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

ITEM 5: Appropriate Measurable Postsecondary Goals

5. Did the IEP include a measurable postsecondary goal?

Response Options: Yes No

YES for compliance:

MDE: There are measurable postsecondary goals that will be achieved after completing high school or secondary program.

Remember:

- MDE: The postsecondary goal must be written in terms of what will occur after the student completes high school or secondary program.
- MDE: The use of the word “will” is not required.

WCRESA recommends:

- 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 should 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 obtain a job”
- The postsecondary goal is written using “will” or “is going to”.

NOTE: Measurable means that the goal can be counted or measured.

NO for noncompliance:

- MDE: A postsecondary goal that is not measurable.
- MDE: There is no documentation of a postsecondary goal.

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.

ITEM 6: Postsecondary Goals Annual Update

6. Were the postsecondary goals updated annually?

Response Options: Yes No

YES for compliance:

- MDE: Documentation that the postsecondary goals were reviewed and updated annually.
- MDE: The student's IEP is current.

WCRESA recommends:

- 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.

NO for noncompliance:

- MDE: No documentation that postsecondary goals were reviewed and/or updated on an annual basis.

- MDE: The IEP was not reviewed within one year from the previous IEP.

ITEMS 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 explaining why the postsecondary goals continue to be current should be included.

ITEM 7: Transition Services

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

Response Options: Yes No

YES for compliance

- MDE: List 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, and provision of a functional vocational evaluation, that will enable the student to meet his or her postsecondary goals.

Remember:

- MDE: Transition services are based on the individual's areas of need.
- MDE: There is at least one transition service or activity.

- MDE: Each transition area must be “considered” when planning the transition services. However, there is no requirement to include an activity for each area.
- MDE: The transition services must be related to and in support of the student’s measurable postsecondary goal so that the student is actively working towards the attainment of his/her postsecondary goal.

WRESA Recommends:

- Remember that 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.

NO for noncompliance:

MDE: 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 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, however there is no requirement to include an activity for each area.

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

ITEM 8: Courses of Study

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

Response Options: Yes No

YES for compliance:

- MDE: 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.

Remember:

- The IEP must include the courses of study required for the student to reach his or her post-school goals.

NO for noncompliance:

- MDE: No documented courses of study.
- MDE: 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 should 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.

ITEMS 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 complete

ITEM 9: Annual IEP Goals

9. Were there annual IEP goals related to the student's transition services' needs?

Response Options: Yes No

YES for compliance

- MDE: Documentation that at least one annual IEP goal supports the student's transition services needs listed in the IEP.

Remember:

- MDE: At least one annual goal is developed to support the student's transition services needs/postsecondary goal.

WCRESA Recommends

- 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.
- A measurable annual goal must identify a skill or behavior to be taught and achieved, current levels of skill (baseline data), 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.

NO for Noncompliance:

- MDE: No annual goal related to the transition services needs.

ITEM 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.

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 tests 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.

FINAL POINT TO CONSIDER

Make sure that the student's needs, taking into account their strengths, preferences and interests, were considered.

- 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.

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" statements

STRONG RECOMMENDATION: CONTINUE TO DEVELOP AND REVIEW YOUR FUTURE IEPs WITH WAYNE RESA GUIDANCE, NOT JUST THE REVISED MDE SECONDARY TRANSITION AND DATA COLLECTION MANUAL (DATED DECEMBER 2019).