

SPP/B13 Checklist for Secondary Transition (UPDATED 3/24/10)

Indicator reads: "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))

Indicator B13 Checklist Item: (OSEP approved February, 2010)	Criteria from our student's perspective: Is there documentation of an answer to their question?	Criteria for Indicator B13: Is there documentation of meeting the minimum standards?	Evidence for compliance:	Corrective Action:
1. The student was invited to the IEP Team meeting.	<ul style="list-style-type: none"> Was I invited to my IEP Team meeting? 	<p>...must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed.</p> <p>The LEA must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under §300.320(b). [34 CFR 300.321(b)] [20 U.S.C. 1414(d)(1)(B)]</p> <p>If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered.</p> <p>For a child with a disability beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, the notice also must--(i) Indicate--(A) That a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child, in accordance with Sec. 300.320(b); and (B) That the agency will invite the student; and</p>	<p>For checklist compliance:</p> <ul style="list-style-type: none"> Evidence that student was invited prior to IEP. (note of verbal invite; phone log; invitation; form, etc) 300.221b(1) If the child does not attend the IEP Team meeting, there must be evidence of other steps to ensure that the child's preferences and interests are considered. 300.321(b)(2) <p>To meet IDEA standards and full compliance:</p> <ul style="list-style-type: none"> Parent notice must state the LEA will invite the student to the IEPT meeting. Student listed as attendee is not sufficient evidence in absence of: <ul style="list-style-type: none"> Proper notice and Invitation to IEPT meeting <p>300.222 b(2)(i)(B)</p>	<p>Review/revise procedures for provision of proper notice and/or invitation</p> <p>Provide assurance for this and all students that proper notice is provided.</p>
2. The student's postsecondary vision (postsecondary goals) is identified, including: a) Development/update of the postsecondary vision	<ul style="list-style-type: none"> Where am I going to live? What occupation or career am I going to have? 	<p>...16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment *</p>	<p>Statement(s) that describe student's postsecondary vision (PSV) that has outcome-orientation and is measurable, so it answers the question: Could you observe the attainment of the student's vision, after they left school? Vision refers to measurable</p>	<p>Reconvene IEP, or if appropriate, do an addendum to IEP.</p>

<p>(postsecondary goals) was based upon evidence of current transition assessment information;</p> <p>b) The postsecondary vision (postsecondary goals) was updated annually; and</p> <p>c) The postsecondary vision (postsecondary goals) is measurable.</p>	<ul style="list-style-type: none"> • How will I become part of the community? • Will I need additional school or training? • What are the specific requirements to achieve my postsecondary goals? • How can I make my vision of postsecondary life clearer this year? • Is my EDP up to date and reflective of what I need this year? 	<p>*A postsecondary goal is “generally understood to refer to those goals that a child hopes to achieve after leaving secondary school (i.e., high school)” (IDEA 2004 Part B Regulations, §300.320(b), discussion of Final Rule p. 46,668)</p>	<p>postsecondary goals that:</p> <ul style="list-style-type: none"> • Considers future employment, and/or future training or education and, if appropriate, a vision of independent living. <p>A “none” or “don’t know” response from student must show appropriate steps to clarify/explore options. At least one citation of age-appropriate transition assessment data must be documented. Could include:</p> <ul style="list-style-type: none"> • Education Development Plan (EDP) • Career exploration programs • Formal assessment - (ESTR, TPI, etc.) • Informational interviews/observation <p>Evidence of updated PSV. (Could be comparison to previous IEP, or notation to show update)</p> <p>Reference to student PSV, cited in current/updated EDP would be sufficient.</p>	
<p>3. The IEP identifies the student’s current:</p> <p>a) Academic achievement;</p> <p>b) Functional performance; and</p> <p>c) Transition related needs.</p>	<ul style="list-style-type: none"> • How are my current academic classes going? What are my grades? • How are my functional (including vocational) skills? • Do I have and use the accommodations I need? • Have the accommodations from my previous IEP been helpful • Are there any other things I need to plan for when I look at my post-school vision? 	<p>...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</p> <p>*1) A statement of the child’s present levels of academic achievement and functional performance, including—(i) How the child’s disability affects the child’s involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children))” (IDEA 2004 Part B Regulations, §300.320(b), discussion of Final Rule p. 46,668)</p>	<p>Statements of current Academic achievement and functional performance, aligned with updated student’s postsecondary vision, and based on:</p> <ul style="list-style-type: none"> • Baseline data of both academic and functional performance that describes current levels of performance, relative to student’s postsecondary goals for training, education, employment and, where appropriate, independent living skills. • Identification of transition-related need(s), relative to student’s postsecondary vision. 	<p>Reconvene IEP, or if appropriate, do an addendum to IEP.</p>
<p>4. The IEP identifies transition services (including courses of study) that align with the postsecondary vision (postsecondary goals).</p>	<ul style="list-style-type: none"> • What do I need to learn to reach my vision? • What course(s) of study should I take 	<p>...transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals</p> <p>Transition services: <i>a coordinated set of</i></p>	<p>Student’s course of study is defined:</p> <p>Course of Study: <i>Courses and educational experiences that align to the student’s postsecondary vision (goal/s)</i></p>	<p>Reconvene IEP, or if appropriate, do an addendum to IEP.</p>

	<p>in school that will move me closer to my vision?</p> <ul style="list-style-type: none"> • What credits do I need? • Will I need a diploma to achieve my vision? • What skills do I need to reach my vision, according to the assessments I've taken? • Are my course(s) of study (school classes/programs listed in my EDP) aligned with my vision of my postsecondary life? • Has the point I will be ready to leave school been identified? • When will I graduate? • Am I aware of what community agencies can help me? • Do I have contact information from community agencies that can help me? • Do I know how to apply for agency services? • Have I found out if I am eligible for agency services? 	<p><i>activities for a student with a disability that:</i></p> <ul style="list-style-type: none"> • Is within a results-oriented process, focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education; vocational education; integrated employment (including supported employment); continuing and adult education; adult services; independent living or community participation; • Is based on the individual child's needs, taking into account their strengths, preferences, and interests; • Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation. Public Law No. 108-446, 20 U. S. C. 1400, H. R. 1350. • Courses of study are defined as a multi-year description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year. Source: Storms, J., O'Leary, E., & Williams, J. (2000). 	<ul style="list-style-type: none"> • For many students, course 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 PSV with the academics and other courses that align with the PSV and will eventually lead to the attainment of a diploma and the PSV. • For some students that have moderate to severe disabilities, the course of study would be a long term plan in more generalized content areas like independent living, self determination, vocational skills, social skills, etc • Discovery or skill-building activities identified in student's EDP would meet requirement of "one additional transition activity and/or service" when identified and cited. (w/ copy of EDP in file). • Indication that the student will be taking a course of study leading to a diploma or school completion plan with statement of alignment to PSV is sufficient course of study statement <p>Identification of at least one other transition activity and/or service that meets an identified transition need, and will assist student to achieve PSV.</p>	
<p>5. If any agency is likely to provide/pay for transition services:</p> <p>a) Prior consent to invite any agency(s) was obtained from parent (or student if he/she has</p>	<ul style="list-style-type: none"> • Are there any community agencies involved in helping me this year? • Were people from community agencies invited to 	<p>...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*</p> <p>*(1) In accordance with paragraph</p>	<p>Identification of any agency likely to provide or pay for transition services, and evidence the representative was invited with consent. (Check PLAAFP for any transition-related need)</p> <ul style="list-style-type: none"> • Evidence of consent from the parent (or 	<p>Review/revise procedures for provision of proper consent to invite agency personnel.</p> <p>Provide assurance for this and all</p>

<p>reached age of majority).</p> <p>b) A representative from identified agency(s) was invited to the IEP Team meeting</p>	<p>my IEP team meeting?</p> <ul style="list-style-type: none"> • Have I or my parents (if under 18) given the OK to have anyone from an agency attend my IEP? • Does the community agency know when I will graduate? And/or the point I will be ready to leave school? 	<p>(a)(7) of this section, the public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under § 300.320(b).</p> <p>(2) If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered.</p> <p>(3) To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.</p>	<p>age of majority student) to invite an outside agency to each IEP. This means that each time you plan an IEP AND you want to invite an outside agency that is likely to pay for or provide a service, you must get consent before you invite them to the meeting.</p> <p>For N/A, there must be evidence that student need was being met without agency assistance (age, lack of non-school-based support needs):</p> <ul style="list-style-type: none"> • Verify IEP has no indication of need of participation of outside agency • Interview member of IEP team to verify (document result of interview) <p>Note: Blanket consent to future IEPs is not acceptable</p>	<p>parents/students that proper consent is obtained.</p>
<p>6. The IEP identifies at least one measurable annual IEP goal aligned with the postsecondary vision (postsecondary goals).</p>	<ul style="list-style-type: none"> • What skills do I need to help me in school, in the community, and to reach my vision, according to the assessments I've taken? • What are my annual goals/objectives, and will they help me reach my vision? 	<p>...and annual IEP goals related to the student's transition services needs...*</p> <p>* (2)(i) A statement of measurable annual goals, including academic and functional goals designed to—</p> <p>(A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and</p> <p>(B) Meet each of the child's other educational needs that result from the child's disability...</p> <p>[§300.320(a)(2)(i)(A) and (B)]</p>	<p>Inclusion of at least one annual IEP goal that is aligned with achievement of the student's PSV. Identification of this goal includes:</p> <ul style="list-style-type: none"> • It is measurable • Goal promotes progress towards PSV. 	<p>Reconvene IEP, or if appropriate, do an addendum to IEP.</p>