

State Performance Plan (SPP) IDEA Part B Indicator 13 – Compliance Checklist for Secondary Transition – April 2015

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.

SPP Indicator B13 Requirements	Student Perspective	Federal Requirements	IDEA Standards/Noncompliance
<p>1. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?</p>	<ul style="list-style-type: none"> • Was I invited to my IEP? 	<p><i>Transition services participants.</i> (1) In accordance with paragraph (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 300.321(b)(1)</p>	<p>For compliance: To meet IDEA requirements, you must meet at least one of the following:</p> <ul style="list-style-type: none"> • 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) <p>Noncompliance:</p> <ul style="list-style-type: none"> • No documentation that the student was invited to the IEP Team meeting. • Documentation of the student’s attendance at the IEP Team meeting is not sufficient to document a prior invitation.
<p>2. Is there evidence of prior consent of the parent or student, who has reached the age of majority, to invite an agency?</p>	<ul style="list-style-type: none"> • Did I ask to have them here? • Did my parents know they were coming before my meeting? 	<p>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</p>	<p>For compliance: To meet IDEA requirements, you must have at least one of the following:</p> <ul style="list-style-type: none"> • Documentation that, if an agency is likely to pay or provide transition services, a request for consent to invite agency was provided to

	<ul style="list-style-type: none"> Do I need an agency here? 	<p>services.§300.321(b)(3)</p>	<p>the parent or student who has reached age of majority prior to the IEP meeting.</p> <p>If N/A,</p> <ul style="list-style-type: none"> Documentation that the LEA decided an outside agency was not likely to provide or pay for services at this time. <p>Noncompliance:</p> <ul style="list-style-type: none"> No documentation that, if an agency is likely to pay or provide transition services be invited to the IEP, that written consent was provided by the parent or student who has reached the age of majority. No documentation that the LEA determined that there was no need to invite an outside agency at this time.
<p>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?</p>	<ul style="list-style-type: none"> Who are these people coming to my IEP? What are they doing here? How are they going to help me? Can they help me learn things that I'm not learning in school? 	<p>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.§300.321(b)(3)</p>	<p>For compliance:</p> <p>To meet IDEA requirements:</p> <ul style="list-style-type: none"> 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. <p>If N/A</p> <ul style="list-style-type: none"> Documentation that the parent or student, who has reached age of majority, denied consent or did not respond to request for consent. Documentation that the LEA decided that an outside agency was not likely to provide or pay for services at this time. <p>Noncompliance:</p> <ul style="list-style-type: none"> Consent was provided and there is no documentation of agency invitation. Documentation exists indicating there was a need to invite an agency likely to provide or pay for transition services, but neither the

			<p>request for consent and/or an invitation.</p> <ul style="list-style-type: none"> Consent was not provided and an agency was still invited by the school.
<p>4. Is there evidence that postsecondary goals were based on age appropriate transition assessment(s)?</p>	<ul style="list-style-type: none"> What am I interested in? Do I have goals for my future? How can I use what I'm good at to make decisions? Why am I taking this test? What does this mean? What are they going to do with this information? 	<p><i>Transition services.</i> 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, and updated annually, thereafter, the IEP must include—</p> <p>(1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; §300.320(b)(1)</p>	<p>For compliance:</p> <p>To meet IDEA requirements:</p> <ul style="list-style-type: none"> There are postsecondary goals in training, education, employment and where appropriate, independent living that are based on age appropriate transition assessment results. <p>Noncompliance:</p> <ul style="list-style-type: none"> No documentation of transition assessment information/data to in the areas of training, education, employment, and where appropriate, independent living.
<p>5. Does the IEP include appropriate measurable postsecondary goals in the areas of training, education, employment, and where appropriate independent living?</p>	<ul style="list-style-type: none"> Where do I want to live? What kind of work do I want to do? What do I need to learn to get the job I want? What am I going to do to have fun in my town? Is it okay to not know? How will I take care of myself? 	<p>Transition services. 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, and updated annually, thereafter, the IEP must include –</p> <p>(1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; §300.320(b)(1)</p>	<p>For compliance</p> <p>To meet IDEA requirements:</p> <ul style="list-style-type: none"> There are documented measurable postsecondary goals in the areas of training, education, employment and where appropriate independent living that will be achieved after high school? If postsecondary training and education goals are combined into one goal, mark yes for each. <p>Noncompliance</p> <ul style="list-style-type: none"> A postsecondary goal that is not measurable. There is no documentation of a postsecondary goal in each of the areas of training, education, employment and, where appropriate, independent living.
<p>6. Are the postsecondary goals</p>	<ul style="list-style-type: none"> They ask me this all the time, can I 	<p>Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or</p>	<p>For compliance</p> <p>To meet IDEA requirements:</p>

<p>updated annually?</p>	<p>change my mind?</p> <ul style="list-style-type: none"> • Can we talk about my future plans more than once a year? 	<p>younger if determined appropriate by the IEP Team, and updated annually, §300.320(b)</p>	<ul style="list-style-type: none"> • Documentation that the postsecondary goals for education, training, employment and, where appropriate independent living were reviewed annually and updated as necessary. <p>Noncompliance</p> <ul style="list-style-type: none"> • No documentation that postsecondary goals, on an annual basis, were reviewed and/or updated as necessary.
<p>7. Does the IEP include transition services that will reasonably enable the student to meet his or her postsecondary goals?</p>	<ul style="list-style-type: none"> • I'm afraid to leave high school, who is going to be there to help and answer my questions? • Is there something I need to learn right now that will make my life better later on? 	<p>The transition services (including courses of study) needed to assist the child in reaching those goals. §300.320(b)(2)</p>	<p>For compliance To meet IDEA requirements:</p> <ul style="list-style-type: none"> • Documentation 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 skill, in addition to courses of study, that will enable the student to meet his or her postsecondary goals. <p>Noncompliance:</p> <ul style="list-style-type: none"> • There are no documented transition services.
<p>8. Does the IEP include courses of study that will reasonably enable the student to meet his or her postsecondary goals?</p>	<ul style="list-style-type: none"> • Do I get to choose my own electives? • How can my teachers help me figure out what I need to graduate? • Do I have choices about what, when and how I want to learn? • Will I get a diploma? • What classes 	<p>The transition services (including courses of study) needed to assist the child in reaching those goals. §300.320(b)(2)</p>	<p>For compliance To meet IDEA requirements:</p> <ul style="list-style-type: none"> • The documented course of study (Michigan Merit Curriculum or curriculum based on alternate achievement standards) enables the student to achieve his or her postsecondary goals. <p>Noncompliance</p> <ul style="list-style-type: none"> • No course of study documented. • The documented courses of study do not enable the student to achieve his or her postsecondary goals.

	<p>should I take?</p> <ul style="list-style-type: none"> • Am I being challenged? 		
<p>9. Is (are) the annual IEP goal(s) related to the student's transition services needs?</p>	<ul style="list-style-type: none"> • When and how do I get to show others my abilities? • What do I need to do now? • Will this make a difference? • Am I ready to leave school? 	<p>Transition services. 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, and updated annually, §300.320(b)</p>	<p>For compliance</p> <p>To meet IDEA requirements:</p> <ul style="list-style-type: none"> • Documentation that at least one annual IEP goal supports the student's transition services needs listed in the IEP. <p>Noncompliance:</p> <ul style="list-style-type: none"> • No documentation of an annual goal in the IEP related to the student's transition services needs. • No annual goals.
<p>10. Is there evidence that the student's preferences and interests were considered?</p>	<ul style="list-style-type: none"> • I talked during my IEP today. • I shared my thoughts about my life after high school at the IEP meeting. • Do the adults around me know what I am interested in and good at? 	<p>Transition services.</p> <p>(a) <i>Transition services</i> means a coordinated set of activities for a child with a disability that—</p> <p>(1) Is designed to be within a results-oriented process, that is 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;</p> <p>(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—</p> <p>(i) Instruction;</p> <p>(ii) Related services;</p> <p>(iii) Community experiences;</p> <p>(iv) The development of employment and other post-school adult living objectives; and</p> <p>(v) If appropriate, acquisition of daily living skills and provision of a functional vocational</p>	<p>For compliance</p> <p>To meet IDEA requirements, you must meet at least one of the following:</p> <ul style="list-style-type: none"> • 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. <p>Noncompliance:</p> <ul style="list-style-type: none"> • No documentation in the IEP that the student's needs, taking into account their strengths, preferences and interests were considered.

		<p>evaluation.</p> <p>(b) <i>Transition services</i> for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.</p> <p>§300.43</p>	
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