Secondary Transition IEP Updates

Transition Activities/Services

Skill development

Experience through doing

Post-Secondary Goal

Annual Goal

Course of Study

Experience through coursework

February 2018

Kent ISD
We Lead Learning
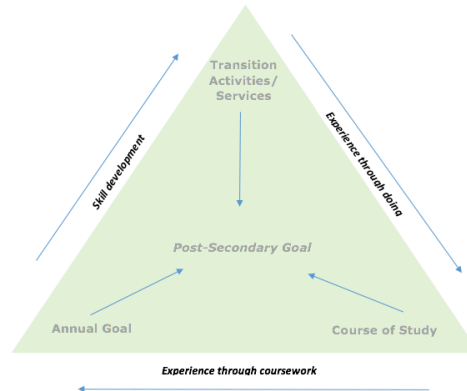
Topics

1. Inviting Participation Agencies
   - MDE Clarification Memo – December 2017
2. <u>Measurable</u> Annual Goals
3. Measurable Postsecondary Goals

Kent ISD
We Lead Learning

Inviting Participating Agencies Updates

Recommendations to demonstrate compliance on a go forward basis as of January 2018

B13: Applies to the April 2019 data collection

Kent ISD
We Lead Learning

The MDE December 2017 memo indicates what constitutes an "invitation"

A. A separate letter of invitation with the agency's representative listed in the "salutation"

or

B. The representative from the agency is listed in the "salutation" on the letter of invitation to the student and/or parent

or

C. 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

or

D. 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.

Kent ISD
We Lead Learning

Inviting an Agency Process

1. Determine if there is a need to invite a community agency representative likely to provide current or future services
   - **When?** - Law does not define "when" (within the IEP year, 2 years out, 4 years, etc.) it is an IEP team decision
   - **Caution:** if the Team indicates on the IEP that an agency is likely to provide or pay for services, they cannot defer it to a later date/time

   COMMUNITY AGENCY INVOLVEMENT
   Was there a need to invite a community agency representative likely to provide current or future services? ☐ Yes ☐ No

2. Prior consent of the parent or student, who has reached age of majority, to to invite the agency
3. Participating Agency Invitation
   - **Must have consent before sending the invitation**
   - **Parents/students must be provided notice of when, where, why and <u>WHO</u> will be at IEP Team meeting**
     - Use the PowerSchool SE invitation and enter the community agency representative
     - If consent is obtained after the invitation is initially sent to parent/student, then create a revision on the PowerSchool SE invitation with the agency representative
   - **Verbal or Email Invitations:** use the contact log on the PowerSchool SE invitation

Kent ISD
We Lead Learning

COMMUNITY AGENCY INVOLVEMENT
Was there a need to invite a community agency representative likely to provide current or future services? ☐ Yes ☑ No
Did parent invite a community agency representative? ☐ Yes ☑ No   _____

- At this time, the IEP Team determined there is no need to consider an invitation for an outside agency to support {FirstName}'s postsecondary needs. This decision is based on {FirstName}'s current level of independence, ability to function in the community and {.his,her} and ability to advocate for {.himself,herself}.

COMMUNITY AGENCY INVOLVEMENT
Was there a need to invite a community agency representative likely to provide current or future services? ☐ Yes ☑ No
Did parent invite a community agency representative? ☑ Yes ☐ No
- The parent invited an agency representative from _____

COMMUNITY AGENCY INVOLVEMENT
Was there a need to invite a community agency representative likely to provide current or future services? ☑ Yes ☐ No
Did agency representative attend? ☐ Yes ☑ No

- The school sent a consent to invite community agencies document and the parent/student did not consent before the IEP Team meeting.
- The school sent a consent to invite community agencies document and the parent/student did not respond before the IEP Team meeting.
- If consent was obtained and the agency did not attend, explain additional step the team will take to connect the student to the agency.

COMMUNITY AGENCY INVOLVEMENT
Was there a need to invite a community agency representative likely to provide current or future services? ☑ Yes ☐ No
Did agency representative attend? ☑ Yes ☐ No

- Describe the agency's involvement

Kent ISD
We Lead Learning

2. Prior Consent to Invite an Agency

- Documentation of the request for consent
  - Use the PowerSchool SE *Consent to Invite Community Agencies* document

---

3. Participating Agency Invitation

3. Participating Agency Invitation (cont.)

- Use PowerSchool SE to document Verbal or Email invitations

Editing Section: Invitation To Attend a Meeting - Draft: Invitation To Attend a Meeting for Student Transition (13131313131313)

| Save, Done Editing | Save, Continue Editing | Cancel Editing | ABC |

OFFICE USE ONLY

IDEA 300.322 (d): Conducting an IEP Team meeting without a parent in attendance. A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case, the public agency must keep a record of its attempts to arrange a mutually agreed on time and place, such as--
(1) Detailed records of telephone calls made or attempted and the results of those calls;
(2) Copies of correspondence sent to the parents and any responses received; and
(3) Detailed records of visits made to the parent's home or place of employment and the results of those visits.

Date of Contact	Method of Contact	Result of Contact	Who made the Contact
✕ **Contact:** 02/01/2018	In Person	Met with Sally Agent and invited her to the IEP Team Meeting	DYMOWSKIP (Dymowski,Paul (ID) lookup / non-lookup

Kent ISD
We Lead Learning

Measurable Annual Goals

Kent ISD
We Lead Learning

Measurable Annual Goals

- **MDE Model:**
  - By __(date)__, (the student) will __(skill/behavior)__ when/at (condition/criteria) as measured by (assessment/evaluation).
- **Example:**
  - By March 2018, in order to achieve her post-secondary goal of attending Community College, Kara will make 3 inferences about the theme or message of a paragraph from a fictional text, 4 out of 5 times, as measured by informal reading assessments.
- **Measurability**
  - **Current level**
  - Skill
  - Target
  - Method of measurement

Kent ISD *We Lead Learning*

Annual Goal – Non-Example

In order for Joe to reach his postsecondary goal of becoming a carpenter, he will pass his math class with 80% accuracy.

Does this goal identify:

- Baseline information?
- A target for performance?
- A method of measurement?
- A skill, behavior or learning that will take place?

MICHIGAN *Department of* **Education**

Kent ISD *We Lead Learning*

Measurable Postsecondary Goals

Kent ISD
We Lead Learning

Special Education

Getting Ready for Employment — After you have finished school, what kind of work **will** you do?

After finishing school,{FirstName} will

Does Student require **instructional goals and short-term objectives in order to get ready for employment?**   Yes No
Does Student require **transition activities or services in order to get ready for employment?**   Yes No

Kent ISD
We Lead Learning

Measurable Postsecondary Goal Areas

Postsecondary
Training/Education

Training

- Specific vocational or career field, independent living skills training, vocational training program, apprenticeship

Education

- 4 year college or university, technical college, 2 year college, Vocational Technical School, etc.

Getting Ready for Employment

- Paid (competitive, supported, sheltered); unpaid employment (volunteering)

Adult Living and Community Participation, where appropriate

- Daily living, independent living, financial, transportation, etc.

Kent ISD
We Lead Learning

Postsecondary Goal Examples

- MDE Model:
  - When, student will
- After finishing school, student will work as a carpenter at a local construction company.
- After finishing school, student will attend the local trade school for carpentry.
- After finishing school, student will receive on-the-job training via an apprenticeship.
- After finishing school, student will maintain a budget to manage his finances to live independently.

Kent ISD
We Lead Learning

Postsecondary Goal Examples
Students with Significant Needs

Postsecondary Training/Education

- *After finishing school, student will* receive Network 180 services to provide daily living skills training and in home care.
- *After finishing school, student will* receive daily living skills and community participation training at home with the help of family members.

Employment

- *After finishing school, student will* volunteer part-time at the YMCA as a greeter.
- *After finishing school, student will* work on her microenterprise from home with support.
- *After finishing school, student will* volunteer at Meijer Garden with support.

Kent ISD
We Lead Learning

Thank You

- Kent ISD → Special Education → Services → Transition

Kent ISD
We Lead Learning