

# TRANSITION PLAN COMPLIANCE GUIDANCE FOR POWERSCHOOL SPECIAL EDUCATION

BASED ON MDE OSE B-13 2018-2019 MANUAL

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

**Where To Look**  
IEP Invitation

**Evidence**  
IEP Invitation is addressed to student and/or PowerSchool Contact Log

**INVITATION TO ATTEND A MEETING**

Resident District for Purpose of FAPE: Grand Rapids Public Schools    Date: 09/01/2017

**INVITATION**

Dear Student Transition

Student	Contact Date	Method	Result	Source Document	Staff Made Contact
Transition, Student	08/13/2017	In Person	Completed Student Interview and agreed to an IEP Team meeting date.		Sample, Ms

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

**Where To Look**  
Community Agency Involvement and Consent to Invite Document

**Evidence**  
If YES, then for every IEP Team Meeting there is a signed Consent to Invite Community Agencies. If the parent does not respond to the request for consent then "no response..." on the form.  
If NO, then a signed consent is not needed.

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

Date that Consent to Invite Community Agency was signed: 09/1/2018

Did agency representative attend?  Yes  No

**If there is a need, invite the agency to every IEP team meeting. If they do not attend, then document that on Transition Plan page.**

Create New Document: Consent to Invite Community Agencies

**CONSENT TO INVITE**

I hereby give consent to the school district to invite the community agencies listed above.

I hereby decline to give consent for the school district to invite the community agencies listed above.

No response to requests to obtain consent.

Parent/Guardian/Student \_\_\_\_\_ Date \_\_\_\_\_

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

**Question 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?

**Where To Look**  
Community Agency Involvement and IEP Invitation

**Evidence**  
If YES, then the IEP Invitation needs to include the name of the agency representative, in the salutation line.  
Parents/students need notice of Who will attend.  
If NO, then a signed consent is not needed.

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

**INVITED TEAM MEMBERS**

Parent/Guardian: Mom  
Parent/Guardian: Dad  
School District Rep: Pal Principal  
Other/Title: \_\_\_\_\_  
Community Agency Representative: Joe Agent - MRS  
Other/Title: \_\_\_\_\_

**INVITATION TO ATTEND A MEETING**

Resident District: Rockford

**INVITATION**

Dear Mom, Mr. Transition,  
Joe Agent - MRS

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

Use the Community Agency Rep. line so the Agency is in the salutation line on the Invitation

**Question 4:** Is there evidence of a postsecondary goal that is based on age appropriate transition assessment(s) for Employment, Postsecondary Education/Training, Adult Living and Community Participation.

**Where To Look**  
Transition Assessments Completed

**Evidence**  
Date, name and brief description of the outcomes of the assessment  
OR  
Date and name of assessment with a description of outcomes in the PLAAFP.  
A student or parent interview alone is not sufficient.

**TRANSITION ASSESSMENTS AND NOTICES**

**ASSESSMENTS**  
Transition Assessments Completed:  
**ESTR-J and Student Interview: September 2017 results:**  
**Employment:** 9/13 69% with strengths in \_\_\_\_\_. Student needs \_\_\_\_\_.  
**Adult Living:** 13/15 87% with strengths in with strengths in \_\_\_\_\_. Student needs \_\_\_\_\_.  
**Community:** 4/7 57% with strengths in \_\_\_\_\_. Student needs \_\_\_\_\_.  
**Post-Secondary Education/Training:** 3/8 38% with strengths in \_\_\_\_\_. Student needs \_\_\_\_\_.

**TRANSITION ASSESSMENTS AND NOTICES**

**ASSESSMENTS**  
Transition Assessments Completed:  
**September 2017: ESTR-J and Student Interview PLUS – PLAAFP statement**

**Question 5:** Does the IEP include appropriate measurable postsecondary goals in the area of Employment (required), Postsecondary Education/Training (required), Adult Living and Community Participation.

**Where To Look**  
Postsecondary Goals and Transition Activities

**Evidence**  
The postsecondary goal must be written in terms of what will occur after the student completes high school or secondary program.  
Helpful Postsecondary Goal Formula

**POSTSECONDARY GOALS AND TRANSITION ACTIVITIES**

**Adult Living** — After you have finished school, what type of place **will** you live in?  
As an adult, Student will live in an apartment.

**Getting Ready for Employment** — After you have finished school, what kind of work **will** you do?  
After graduation, Student will be a dental hygienist.

**Community Participation** — After you have finished school, how **will** you spend your time in your community?  
As an adult, Student will watch movies and be a member of the YMCA.

**Postsecondary Education/Training** — After you have finished school, what additional education or training **will** you pursue?  
After graduation, Student will attend community college and take coursework leading to an Associate Degree in Dental Hygiene

**Helpful Formula**

                     **WHEN**                      **STUDENT** **WILL**                      **BEHAVIOR**                      **WHERE & HOW**  
(As an adult)                                           (work as)  
(After graduation)                                           (volunteer)  
(Upon completion of high school)                                           (attend)

**Question 6:** Are the postsecondary goals updated annually?

**Where To Look**  
Current IEP and Previous IEP

**Evidence**  
IEP is current and postsecondary goals were updated from the previous IEP. *It is helpful to include both goal statements.*  
If the previous goals have not changed, then include a statement that the goal will continue.

**POSTSECONDARY GOALS AND TRANSITION ACTIVITIES**

**Community Participation** — After you have finished school, how **will** you spend your time in your community?  
**According to the September 2016 IEP:** As an adult, Student will watch movies and be a member of the YMCA.  
**On September 10, 2017 Student indicated:** As an adult, Student will watch movies and volunteer at the downtown food pantry.

**Postsecondary Education/Training** — After you have finished school, what additional education or training **will** you pursue?  
**According to the September 2016 IEP and based on September 10, 2017 student interview:** After graduation, Student will attend community college and take coursework leading to an Associate Degree in Dental Hygiene

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

**Where To Look**  
Postsecondary Goals and Transition Activities

**Evidence**  
Document at least one transition activity/service needed.  
Only one transition activity/service is required, however each transition area must be “considered” when planning transition activities/service to ensure FAPE.  
Transition activities/services provide exploration experiences to help the student move closer to the post-secondary goals.

**POSTSECONDARY GOALS AND TRANSITION ACTIVITIES**

**Getting Ready for Employment** — After you have finished school, what kind of work **will** you do?  
After graduation, Student will be a dental hygienist.

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

Transition Activity/Service Needed	Person/Agency	Due Date
Student will identify, compare and contrast at least two dental hygienist programs in Kent County.	Student / Parent	09/09/2018

**Question 8:** Does the IEP include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

**Where To Look**  
Course of Study

**Evidence**  
Identify if the student will take classes leading to a diploma or certificate of completion.  
Course of study is a multi-year description of coursework, from current date to anticipated date of exit, that will allow the student to build knowledge and gain experience through coursework in their post-secondary goal area

**COURSE OF STUDY**

What is Student's anticipated date of graduation/completion? 06/01/2020

What is Student's course of study?  
 Classes leading to a Michigan Merit Curriculum high school diploma  Classes leading to a certificate of completion

Describe how Student's course of study supports his post-secondary goals written in each domain area above:  
Student is taking a course of study leading to graduation with a high school diploma. This supports his post secondary vision of attending community college and take coursework leading to an Associate Degree in Dental Hygiene. Student has passed the required high school science credits and is currently enrolled in the Health Careers course at KCTC.

**Question 9: Are there annual IEP goals related to the student's transition services needs?**

**Where To Look**  
PLAAFP, Transition Section and Annual Goal

**Evidence**  
At least one postsecondary goal should indicate there is a measurable annual goal.  
At least one measurable annual IEP goal supports the student's transition services (In order to...)  
For the goal to be **measurable** there must be a **current level** (PLAAFP) and **target** (goal page)

**Postsecondary Education/Training** — After you have finished school, what additional education or training **will** you pursue?  
After graduation from high school, Student will enroll at Community College and take a business math class to advance his career in business.

Does Student require **instructional goals and short-term objectives in order to get ready for post-secondary education or training?**  Yes  No

Area of Need	Subarea of Need	Goal?
Mathematics	Math Calculation Transition	<input checked="" type="checkbox"/>
<b>Data Sources and Description of Need</b> Based on classroom assessments from September 2018, Thor is able to apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with 90% accuracy. Thor needs to be able to choose the correct strategy and accurately calculate math equations and inequalities. He is current able to solve equation and inequality problems at 1 out of 5 trials.		

**Annual Goal:**  
In order to work as a police officer,  
Thor will be able to choose the correct strategy and accurately calculate math equations and inequalities 4 out of 5 trials by September 2019, as measured by teacher made assessments.

**Measurable Annual Goal**

**Goal Format:** In order to (post secondary goal), the student will (specific skill) at (target/outcome), by (date) as measured by (tool).

**Measurable Formula:** Measurability = **current level** + skill + target + method of measurement

**MDE Measurability:** In determining the measurability of an annual goal, the PLAAFP needs to describe the current level of performance. This may include descriptive and/or quantifiable information that connects to the mastery in the annual goal.



**Question 10: Is there evidence that the student's needs, taking into account their strengths, preferences, and interests, were considered?**

**Where To Look**  
IEP Participants  
OR  
Reference to Student Interview

**Evidence**  
Student indicated as IEP Team participant  
OR  
Student Interview Listed  
OR  
Student's preferences and interests were considered in the postsecondary goal (or somewhere else on the IEP)

PARTICIPANTS	
<input checked="" type="checkbox"/> <b>Student:</b> Student Transition	<input checked="" type="checkbox"/> <b>Parent/Guardian:</b> Milo Transition
<input checked="" type="checkbox"/> <b>General Ed Teacher:</b> Joe Teacher	<input checked="" type="checkbox"/> <b>Parent/Guardian:</b> Juliana Transition
<input checked="" type="checkbox"/> <b>Special Ed Provider:</b> Ms Sample	<input checked="" type="checkbox"/> <b>School District Rep:</b> Sally Principal
<input checked="" type="checkbox"/> <b>Eval Team Rep:</b> Staff Sample (the individual who can interpret the instructional implications of evaluation results)	<input checked="" type="checkbox"/> <b>Other/Title:</b> Sue Agent (MRS)

OR

**TRANSITION ASSESSMENTS AND NOTICES**

**ASSESSMENTS**  
Transition Assessments Completed:  
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OR

**Postsecondary Education/Training** — After you have finished school, what additional education or training **will** you pursue?  
According to the September 2016 IEP and **based on September 10, 2017 student interview**: After graduation, Student will attend community college and take coursework leading to an Associate Degree in Dental Hygiene