

<b>SPP 13 Secondary Transition Procedures</b> For every student with an IEP who will turn 16 during the course of the IEP and every IEP thereafter.	<b>SPP 13 Checklist Questions</b>
1. Contact Parent/Guardian/Age-of-Majority Student to arrange IEP Meeting (2 contacts) or IEP Amendment (1 contact).	
2. If an outside agency will be invited, during the contact to arrange the meeting, indicate that the district would like to invite an outside agency. Get verbal consent to invite.	
3. Complete the form: Consent for Agency to Attend IEP (available at the <a href="http://www.sresd.org">www.sresd.org</a> , SE Forms, Secondary Transition). Have parent/guardian/age of majority student sign the form at the IEP meeting.  Send a copy of the completed form to SRESD Central Records to be scanned into the student's documents folder in EasyIEP.  <b>Note:</b> There must be documentation that the agency was invited to the IEP. If there is no paper invitation, keep email documentation/phone log and be ready to submit when requested.	<p><b>2. Is there evidence of prior consent of the parent or student, who has reached the age of majority, to invite an agency?</b></p> <p><b>For compliance:</b> To meet IDEA requirements, you must have at least one of the following:</p> <ul style="list-style-type: none"> <li>• Documentation that, if an agency is likely to pay or provide transition services is to be invited, that a request for consent was provided to the parent or student who has reached age of majority.</li> <li>• Documentation that, if an agency is likely to pay or provide transition services was invited, that written consent was provided by the parent, or student who has reached the age of majority.</li> </ul> <p><b>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?</b></p> <p><b>For compliance:</b> To meet IDEA requirements:</p>

	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>If N/A</p> <ul style="list-style-type: none"> <li>• Documentation that the parent or student, who has reached age of majority, denied consent or did not respond to request for consent.</li> <li>• Documentation that the LEA decided that an outside agency was not likely to provide or pay for services at this time.</li> </ul>
<p>4. Now create the PAPER invite for the IEP meeting.</p> <ol style="list-style-type: none"> <li>Students who are 15 and will turn 16 during the IEP must be invited to the IEP meeting. Their name must appear at the top of the invitation.</li> <li>Invite all relevant IEP team members.</li> <li>If you have previous consent to invite an outside agency, list the name of the agency person and the agency.</li> </ol> <p><b>Note:</b> <u>A student must be invited</u>, not listed as a participant on an IEP invite.</p>	<p><b>1. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?</b></p> <p><b>For compliance:</b> To meet IDEA requirements, you must meet at least one of the following:</p> <ul style="list-style-type: none"> <li>• Documentation that the student was invited prior to the IEP Team meeting (note of verbal invite; phone log; invitation; etc.)</li> <li>• Documentation that an invitation to the IEP Team meeting was addressed specifically to the student (may be co-addressed with parent)</li> </ul>
<p>5. Section 1 of IEP: Choose type of meeting and check Secondary Transition</p>	
<p>6. Section 2: PLAAFP</p> <ol style="list-style-type: none"> <li>2-A In student strengths, list transition strengths as well as academic and functional strengths.</li> <li>2-B Box 1: Transition Assessment, data, and areas of need. Focus on Training, Education and Employment.</li> <li>2-B Box 2: Provide narrative linking the student’s postsecondary vision to student strengths and needs.</li> </ol>	

## 7. Section 3: Transition

- a. Parental Rights and Age of Majority – check applicable boxes. If student is age 17 or older, provide Age of Majority document ([www.sresd.org](http://www.sresd.org)). Provide Age of Majority Notice when student is age 18 or if turning 18 during the course of the IEP. If student has guardian, be sure guardian has educational rights.
- b. EDP – check box, select career pathway
- c. Transition Assessment – check box, identify assessment (information has been addressed in PLAAFP)
- d. Student’s attendance – check boxes, if appropriate
- e. Student invited, but did not attend – include statement that student was interviewed on (date) to discuss preferences and goals were considered.
- f. Postsecondary Goals –
  - 1) Update statements annually
  - 2) Include a clause to indicate that the event will occur after leaving school. (EX. *After graduation, I will live in an apartment with a roommate. After I receive a certificate, I will live in a house in the city. After I age out of the program, I will continue to live with my parents.*)
  - 3) The 4 postsecondary goals must be *measurable*. Include statements like the following: *will explore, will investigate, will continue, will be trained, and will attend.*
- g. Transition Plan –Make a connection to employment, training, and education and if appropriate, to independent living. Connect transition needs addressed in the PLAAFP to a service or activity in the plan. Do not make the student and parent responsible for everything. (If the student and parent were capable, the need may not exist.)
- h. Course of Study – choose either, diploma or certificate. Demonstrate an alignment between the postsecondary goal (career) and the course of study. If the student wants to become a doctor, he/she should be on the diploma path.

## 10. Is there evidence that the student’s preferences and interests were considered?

### For compliance

To meet IDEA requirements, you must meet at least one of the following:

- 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.

## 6. Are the postsecondary goals updated annually?

### For compliance

To meet IDEA requirements:

- Documentation that the postsecondary goals for education, training, employment and, where appropriate independent living were reviewed annually and updated as necessary.

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

### For compliance

To meet IDEA requirements:

- 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.

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

### For compliance

To meet IDEA requirements:

<p>i. Community Agency Information- If an agency may be responsible to provide or pay for transition services, that agency should be invited to the meeting. Do not make an agency responsible for activities or services within the transition plan. (Note: The SRES D is NOT an outside agency.)</p> <p>j. Additional steps taken to ensure the student has make connections. Typically, the Life Links: Roads to Transition brochure is provided to the student/parent at this time. Mention of that brochure is posted here. If the Age-of-Majority document was discussed in the top section, list that was provided to parent/student here.</p>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<p>8. Section 4: Goals</p> <p>a. Annual goals must be measurable.</p> <p>b. At least one annual goal needs to connect to transition. Ex. <i>To increase employability after high school</i>, by (date) the student will.....<i>To become a welder after high school</i>, by (date) the student will....<i>To increase independent living skills</i>, by (date) the student will.....<i>To be successful in college</i>, by (date) the student will.....</p>	<p><b>9. Is (are) the annual IEP goal(s) related to the student’s transition service needs?</b></p> <p><b>For compliance</b> To meet IDEA requirements:</p> <ul style="list-style-type: none"> <li>Documentation that at least one annual IEP goal supports the student’s transition services needs listed in the IEP.</li> <li>The goal must be measurable.</li> </ul>
<p>9. Section 5: Supplementary Aids and Services</p> <p>a. If there is a need for a Transition Coordinator to attend the meeting because of a service/activity, have a conversation with the Transition Coordinator before the meeting. Invite the Transition Coordinator to the IEP meeting. If services are part of the IEP, the Transition Coordinator will address this in the transition plan and in the consult section in SAS.</p>	
<p>10. Section 6: Assessment</p>	
<p>11. Section 7: Programs and Services</p>	
<p>12. Notice</p> <p>a. If Transition was discussed and the district is not providing, document on Notice.</p>	