

SPECIAL EDUCATION PROCEDURE	
District Name	Warren Woods Public Schools
Subject/Topic of This Procedure	IEP Development: Transition Planning
Date Procedure was Adopted or Revised	06/19/2023

Legal Requirement with Citation	<p>§300.320 of the Individuals with Disabilities Education Act (IDEA) describes the process for developing an individualized education program for a student with a disability, including all the factors that the IEP Team must consider when developing goals and identifying necessary programs/services to meet the student’s individual needs in the least restrictive environment.</p> <p>§300.320 of IDEA defines the content of an IEP, including a requirement that, 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 all the following:</p> <ul style="list-style-type: none"> • Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. • The transition services (including courses of study) needed to assist the child in reaching those goals. <p>§300.43 of IDEA defines transition services as a coordinated set of activities for a child with a disability that is:</p> <ul style="list-style-type: none"> • Designed to be 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 the child’s strengths, preferences, and interests.
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	<p>§300.43 goes on to say that the term transition services includes:</p> <ul style="list-style-type: none"> • Instruction. • Related services. • Community experiences. • The development of employment and other post-school adult living objectives. • If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. <p>Transition services 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>§300.39 of IDEA defines special education as specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability. This section goes on to explain that the required continuum of alternative placements includes all the following:</p> <ul style="list-style-type: none"> • Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings. • Instruction in physical education. • Speech-language pathology services, or any other related service, if the service is considered special education rather than a related service under State standards. • Travel training. • Vocational education. <p>§300.114 of IDEA requires each district to ensure that:</p> <ul style="list-style-type: none"> • To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled. • Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
<p>Under what circumstances will this procedure be used?</p>	<p>This procedure will be used when developing the postsecondary vision and identifying needed transition services to be included in a student’s IEP, at least once every twelve months, beginning no later than with the IEP that will be in effect when the student turns 16 (or at a younger age if appropriate.)</p>

<p>Who will implement this procedure?</p>	<p>Special education service providers and IEP Team members, including (but not limited to) special education teachers and related services staff as well as transition agency representatives. See separate but related procedure relative to <i>IEP Participants and Excusals</i>.</p>
<p>Describe the steps in this procedure.</p>	<ol style="list-style-type: none"> 1. If a purpose of the meeting is the consideration of postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the school district must invite the student to the IEP meeting. If the student does not attend the IEP team meeting, the school district must take other steps to ensure that the student’s preferences and interests are considered. See separate but related procedure relative to <i>IEP Participants and Excusals</i>. <p>The responsibility for inviting the student to the IEP meeting rests with the student’s caseload teacher.</p> 2. If a purpose of the meeting is the consideration of postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the school district must invite a representative of any participating community agency that is likely to be responsible for providing or paying for transition services. The following considerations apply to inviting a community transition agency representative: <ul style="list-style-type: none"> • The school must obtain written parental consent (or student consent if he or she has reached age of majority, which in Michigan is 18) before a community agency representative can be invited to an IEP Team meeting. • The consent for an agency representative to be invited to an IEP Team meeting is valid for up to one year from the date of consent or until the first IEP Team meeting at which transition services are discussed, whichever comes first. • The date of consent may not be after the date of the invitation. • The meeting invitation must indicate the time, purpose, and location of the meeting. <p>The responsibility for inviting a transition agency representative to the IEP meeting rests with the student’s caseload teacher and the SE Tienet liaison.</p>

NOTE: If documentation exists indicating there was a need to invite an agency likely to provide or pay for transition services, but there is no documentation of consent and/or invitation, the district is noncompliant with the requirements of IDEA. If the agency was invited or a representative participated, but there was no documentation of prior consent, the district is noncompliant.

3. Transition assessment(s) must be completed prior to the first IEP meeting where transition services will be discussed. The transition assessment helps to create a foundation for the student's postsecondary vision (goals). The following considerations apply to transition assessments:

- Transition assessments are required in the following areas:
 - Education
 - Training
 - Employment
 - Independent living skills, where appropriate
- Transition assessment results must be documented in the IEP, in the Transition section of the PLAAFP page and/or on the Transition page of the IEP. This documentation should include
 - the date of the assessment
 - the name of the assessment,
 - scores from the assessment with an explanation/interpretation of their meaning.

The responsibility for completing and documenting transition assessments rests with the student's caseload teacher in collaboration with the transition coordinator for the school.

4. In the transition planning process, the IEP Team must consider the student's needs, considering the student's strengths, preferences and interests. This includes formal and informal tests, interest inventories, or written documents containing a discussion/interview with the student. This must be documented in the IEP by:

- Documentation that the student attended and participated in the IEP Team meeting, or
- Statement(s) within the IEP regarding how the student's strengths, preferences, and interests

were considered if he or she was not in attendance.

The responsibility for documenting consideration of the student's strengths, preferences and interests, rests with the student's caseload teacher in collaboration with the transition coordinator for the school.

5. The IEP must include a statement of the student's measurable postsecondary goals in the areas of Education, Training, and Employment. A measurable postsecondary goal for Independent Living Skills is required only if the IEP team determines it is necessary to meet the needs of the student. These measurable postsecondary goals must be documented in the Transition section of the IEP. The following considerations apply to measurable postsecondary goals:

- The postsecondary goal must be written in terms of what will occur after the student completes high school or secondary program.
- "Measurable" means that the goal can be counted or measured. Some possible verbs that meet this requirement are "will" or "is going to".
- There is no requirement to measure the progress or acquisition of the postsecondary goals once a student has graduated or completes school.
- Postsecondary goals must be updated and documented annually at the time of the IEP.
- Best practice suggests that if the postsecondary goals from the previous year's IEP have not changed, a statement that postsecondary goals continue to be current and appropriate should be included.

6. The IEP must identify the transition services that will reasonably enable the student to meet his/her postsecondary goals. The following considerations apply:

- Transition services must be individualized, based identified areas of need. (See separate but related procedures relative to *Developing the PLAAFP.*)

- Transition services must be a coordinated set of activities that will occur during the current IEP year, as well as long-range.
- Each transition area must be considered when planning the transition services. However, there is no requirement to include a service/activity for every transition area.
- The transition services must be related to and in support of the student's measurable postsecondary goals so that the student is actively working towards the attainment of his/her postsecondary goals.
- Transition services must be documented on the Transition page of the IEP.

The IEP Team is responsible for identifying and documenting needed transition services in the IEP.

Transition services may include one or more of the following:

- **Instruction:** Teaching specific skills in both formal and informal educational settings and in the community.
- **Related Services:** Supports needed for students to access more integrated work, education, and living environments. Related services, within the context of transition services, are to help students (and families) determine if related services are needed beyond high school, help identify who or what agency might provide those services, help identify how the student (parent) can access those services and make the connections to needed services prior to the student leaving school.
- **Community Experience:** Includes participation in community work experiences, recreation/leisure activities, residential and community engagement activities, volunteering and training in accessing community settings, or joining a team/club/organization.
- **Development of Employment:** Includes job seeking skills, career exploration, skill training and actual employment opportunities. Volunteer work

also provides important skills and experiences that could lead to integrated employment.

- Post-School Adult-Living Objectives: Includes those services that support activities such as access to employment support agencies, establishing a bank account, registering to vote, filing taxes, renting a home, accessing medical services, filing for insurance, or accessing adult services, college information, or Social Security Income (SSI).
- Acquisition of Daily Living Skills (when appropriate): Creating opportunities at school and in the community to learn skills to live independently or with support(s). These skills may include housekeeping, medication, self-management, transportation and mobility, self-advocacy and self-awareness, and others associated with being an active community member.
- Functional Vocational Evaluation: An in-depth look at the career and vocational interests and skills of a student with disabilities within the context of authentic work experiences. This includes situational assessments or community-based assessments in the setting where the actual skills and/or job are performed. The evaluation provides specific data regarding general work behaviors across a variety of job sites.

7. The IEP must identify the courses of study that will reasonably enable the student to meet his or her postsecondary goals.

- The course of study is a multi-year description of coursework from the student's current year to their anticipated exit year.
- Courses of study outline the academic requirements the student needs to complete in order to accomplish his/her postsecondary goals.
- Courses of study must align with the student's postsecondary goals (i.e., help the student move toward attainment of those goals.)
- The course of study is not determined by the statewide assessments in which a student participates.

The following considerations apply when identifying and documenting the courses of study:

- The course of study must be reviewed and updated annually by the IEP Team.
- The course of study must be documented in the Transition section of the IEP.
- The documented course of study (Michigan Merit Curriculum or curriculum based on alternate achievement standards) must enable the student to achieve his or her postsecondary goals.
- If the student is working toward a Certificate of Completion or has a Personal Curriculum, the courses must be listed on file with the district.
- The course of study is documented in the Transition section of the IEP.
- The IEP Team is responsible for identifying and documenting the student's course of study.

8. The IEP must include at least one measurable annual IEP goal related to the student's transition services needs. This goal must be documented on the goal page of the IEP. (See separate but related procedure relative to *Developing Measurable Annual Goals*.)

9. When determining the programs/services that are necessary to address the student's unique needs, including the transition services that will reasonably enable the student to meet his/her postsecondary goals, the IEP Team shall:

- First consider whether a satisfactory education can be achieved in a setting with nondisabled peers through the implementation of supplementary aids/supports. This may include accommodations or modifications to the general curriculum or instructional activities, as well as supports provided to the student in a workplace or community setting with typically-developing peers.
- Ensure that the student is removed from the regular education environment only to the extent necessary to provide a free, appropriate, public education. For students who are involved in postsecondary transition services, the regular education environment may include settings where age peers are typically found, such as community activities or the workplace.

	<ul style="list-style-type: none"> • Base the identification of programs/services on peer-reviewed research to the extent practicable. • Consider any potential harmful effect on the student or on the quality of services that s/he needs. • Ensure that all programs/services are provided at no cost to the parent/family. • Ensure that the placement is as close as possible to the student’s home. • Document on the programs/services page and the supplementary aids/supports section of the IEP all the programs/services that are determined necessary to meet the student’s unique needs. This documentation must include the frequency, duration and location of each program/service or supplementary aid. • Document in the notice of an offer of FAPE any programs/services that were considered by the IEP Team and not selected, as well as the basis for that decision. <p style="text-align: center;">(See separate but related procedure relative to <i>Identifying Needed Programs/Services in the LRE.</i>)</p> <p>10. When determining the programs/services that are necessary to address the student’s unique needs, including transition services to enable the student to meet his/her postsecondary goals, the IEP Team shall NOT:</p> <ul style="list-style-type: none"> • Remove a student from the regular classroom solely because of needed modifications to the general education curriculum. • Be restricted to considering programs/services that are currently available within the district or the ISD.
<p>What forms are necessary to implement this procedure?</p>	<p>IEP form, including Notice of an Offer of FAPE</p>
<p>How, when and by whom will this procedure be consistently documented?</p>	<p>Compliance with this procedure is documented on the PowerSchool Special Programs IEP form.</p>

How, when and by whom will this procedure be routinely supervised?	<p>Compliant IEP development for transition will be supervised by the Special education administrator.</p> <p>Transition IEPs will be reviewed for compliance monthly based on a random sample.</p>
How, when and by whom will changes to this procedure be communicated?	<p>Changes to this procedure will be communicated by the Special education administrator.</p> <p>Changes to this procedure will be made annually and as a result of MDE guidance.</p> <p>Changes will be communicated using the district website, hard copies to staff and during scheduled professional development.</p>