



**Transition Requirements**

“Helpful Hints”

UPDATED  
2013

When planning for IEPT meetings keep the following Transition requirements in mind:

**1. When addressing the invitation, write the parents’ or guardians’ names and the student’s name.**

Ex. Mr. and Mrs. John Smith and Sally,  
Give a copy of the invitation to the student.

**2. On the invitation: Invited persons should be identified by agency and job title.**

Ex. \*\*\*Sharon Baker, MRS, Voc Counselor      \*\*\*Jan Jones, Baker College Rep  
\*\*\*John Doe, CMH, Counselor

If the district plans to invite an agency that is likely to provide or pay for transition services, the parents/adult student must provide prior consent (see attached form) to invite that agency to the IEPT meeting. If the agency representative does not attend, do not identify agency responsibilities. Agencies are not aware of needed services unless a representative attends the meeting. SRES D providers do NOT need prior consent to attend.

If you anticipate transition services to be provided by the SRES D Transition Coordinator, invite her to attend the IEPT meeting. Do not write services on the IEP without input from the Transition Coordinator. Transition Coordinators must document services written in an IEP. (An IEP Amendment can address Transition Services.)

**3. Age 14+ – Student’s interests and preferences must be considered.** A student’s interests are aligned to the “Statement of Needed Transition Services”, the Course of Study, and the EDP. Ask the student the four questions related to the student’s post-secondary vision. Write them in the form of “I” statements. These questions must be updated annually.

<p><b>Adult Living—As an adult, where do you want to live?</b></p> <input type="text"/>	
<p><b>Career/Employment—As an adult, what kind of work do you want to do?</b></p> <input type="text"/>	
<p><b>Community Participation—As an adult, what hobbies and activities do you want to do (e.g., arts, recreational activities, shopping, eating out, etc.)?</b></p> <input type="text"/>	
<p><b>Postsecondary Education/Training—After high school, what additional education and training do you want?</b></p> <input type="text"/>	

#### 4. Transition: Present Level of Academic Achievement and Functional Performance = PLAAFP

If the student **will turn 16** during the course of the IEP, **transition assessment and transition assessment data** must be included in the PLAAFP. This will link the student's "needs" to "transition activities and services" identified within the IEP.

**PLAAFP Example:** On (date), the TPI (Transition Planning Inventory) results indicate a need in Employment (2.0) in the area of knowing job requirements and demands; Daily Living (2.0) in the area of managing money. The student has the following strength: \_\_\_\_\_. Follow the need with an activity in the Transition plan.

#### Connect "need" in PLAAFP to activities in Transition Plan:

Instruction: Explore Career Cruising activities at \_HS. Responsible: \_HS/Student

Daily Living: Family will assist "S" with budgeting her allowance. Responsible: Student/Family

#### 5. Curriculum: MMC, Personal Curriculum, Certificate. (Choose 1 option.)

##### COURSE OF STUDY

Indicate how the student's course of study aligns with the postsecondary goals (check one):

<input checked="" type="checkbox"/>	Michigan Merit Curriculum (MMC) leading to a high school diploma. (effective for students who entered 8th grade in 2006-2007 school year or later). Is a MMC modification using Personal Curriculum on file? <input type="radio"/> Yes <input type="radio"/> No
<input type="checkbox"/>	Course of study leading to: <input type="text" value="High School Certificate"/> or <input type="text"/>
Anticipated graduation or completion date: <input type="text"/>	

#### 6. The Michigan Career Pathways: (This must align with the student's postsecondary vision.)

##### STUDENT'S POSTSECONDARY GOALS (VISION) - MUST BE UPDATED ANNUALLY

<b>*Data Sources Used:</b>	
<input checked="" type="checkbox"/>	Educational Development Plan (EDP) If EDP, select the Career Pathway: <input type="text" value="Arts and Communications"/>
AND	
<input checked="" type="checkbox"/>	Transition Assessment(s) (specify): <input type="text" value="DATE Transition Planning Inventory"/>

Arts and Communications: Arts, A/V Technology & Communications

Business, Management, Marketing, and Technology: Business, Management & Administration; Finance; Hospitality & Tourism; Information Technology; Marketing, Sales & Service

Engineering/Manufacturing and Industrial Technology: Architecture & Construction; Manufacturing; Science, Technology, Engineering & Mathematics; Transportation, Distribution & Logistics

Health Sciences: Health Sciences

Human Services: Education & Training; Human Services; Law, Public Safety & Security; Government & Public Services

Natural Resources and Agriscience: Agriculture; Food & Natural Resources

**7. If the student is 16 and will turn 17 during the implementation of the IEP, be sure to  the correct box in “Parental Rights and Age of Majority”. (IEP: Transition page top section.) Note: \* on top line. Based on student need, you may need to check multiple boxes. See example below.**

Required to be in effect when the student turns 16 ; recommended to consider at a younger age if determined appropriate by the IEP team. Secondary transition considerations must be updated annually thereafter.

**PARENTAL RIGHTS AND AGE OF MAJORITY**

*Check all that apply*

<input checked="" type="checkbox"/>	* Check this box if at least one year prior to age 18, the student was informed of parental rights which transfer to the student at age 18.
<input type="checkbox"/>	Check this box if the student has turned 18 and both the student and parent were informed of the parental rights that transferred to the student at age 18 including the right to invite a support person(s) such as a parent, other family member, advocate, or friend.
<input checked="" type="checkbox"/>	The student has turned age 18 and there is a guardian established by court order. The guardian is: <input type="text"/>
<input type="checkbox"/>	The student has turned age 18 and a legally designated representative has been appointed. The representative is: <input type="text"/> as <input type="text"/> (e.g., power of attorney, trustee).

**8. At the conclusion of the IEP,**

1. Parent/Adult Student receives a copy of the IEP.
2. Provide a copy of the prior agency consent, if applicable.
3. Send the RESD the original signature page, notice and consent to invite agency.
4. In school file, keep copy of IEP, signature page, notice, and consent to invite agency.

**9. Summary of Performance: Remind the student that he/she will be contacted 1 year after graduation/”age out” to complete a survey about the following:**

SPP14

- a. How are you doing?
- b. Do you have a job? What kind of job do you have?
- c. Are you going to college? Or, are you participating vocational training, military experience, or other job training?

The following documents are attached:

1. Samples of Transition related activities/services. (Examples are also available in EdPlan.)
2. Prior Notice to Invite Agency
3. Summary of Performance Contact information



Below are SAMPLES of statements which could be used in the  
 "Statement of Needed Transition Services" (p 3).  
 Please consider using terms like: **explore, investigate, consider, probe,  
 look into, check into, examine.**

Needed Transition Activities/Services-describe the responsibilities of each participant. If completed, check the box.	Responsible Agency/Person	Timeline
<b>Adult Living-ex.</b> <input type="checkbox"/> Register to vote, <input type="checkbox"/> register for selective service, <input type="checkbox"/> take a driver's education class I and II, <input type="checkbox"/> obtain driver's license, <input type="checkbox"/> open a bank account, <input type="checkbox"/> plan activities, <input type="checkbox"/> contact Social Security, <input type="checkbox"/> investigate housing, <input type="checkbox"/> continue to live with parents until graduation, <input type="checkbox"/> learn simple house maintenance, <input type="checkbox"/> learn about buying a car, <input type="checkbox"/> file taxes, <input type="checkbox"/> save money to buy a car, <input type="checkbox"/> informed that rights transfer to student at 18, prepare personal data sheet	Family/ Student's name Teacher/ School/ Agency, if applicable	Check dates that fill from EasyIEP
<b>Daily Living Skills-ex.</b> <input type="checkbox"/> Learn home safety, <input type="checkbox"/> take a foods course, <input type="checkbox"/> schedule and keep medical appointments, <input type="checkbox"/> investigate the cost of utilities and insurance, <input type="checkbox"/> learn to use the washer and dryer, <input type="checkbox"/> learn to use transportation available, <input type="checkbox"/> compare costs of items, <input type="checkbox"/> manage a daily planner, <input type="checkbox"/> increase healthy habits / exercise, <input type="checkbox"/> buy clothing using a budget, <input type="checkbox"/> responsibility to take own medication, <input type="checkbox"/> learn to care for children, <input type="checkbox"/> pack school lunch, <input type="checkbox"/> learn to spell personal information, <input type="checkbox"/> learn home phone number	Family/ Student's name Teacher/ School/ Agency, if applicable	Check dates that fill from EasyIEP
<b>Functional Vocational Evaluation-</b> If a Vocational Evaluation is needed, student will explore in 10 <sup>th</sup> grade. NA: <input type="checkbox"/>	Student/School /Agency, if applicable	Check dates that fill from EasyIEP
<b>Employment-ex.</b> <input type="checkbox"/> Prepare a cover letter and resume, <input type="checkbox"/> memorize your social security number, <input type="checkbox"/> investigate a summer job, <input type="checkbox"/> plan a job interview, <input type="checkbox"/> continue working at __, <input type="checkbox"/> explore after school opportunities, <input type="checkbox"/> take a babysitter's course, <input type="checkbox"/> contact a military recruiter, <input type="checkbox"/> meet with an adult in the field of __. <input type="checkbox"/> plan a Job Shadow	Family/ Student's name Teacher/ School/ Agency, if applicable	Check dates that fill from EasyIEP
<b>Community Experiences-ex.</b> <input type="checkbox"/> Join a church or participate in church activities, <input type="checkbox"/> join the YMCA, <input type="checkbox"/> visit the library, <input type="checkbox"/> join a local theater group, <input type="checkbox"/> get involved with the Curwood Castle Days activities, <input type="checkbox"/> continue with 4-H or Scouts, <input type="checkbox"/> investigate the Explorers program, <input type="checkbox"/> learn to ride a bike or roller blades, <input type="checkbox"/> visit a courtroom while in session, <input type="checkbox"/> call and arrange a trip on SATA, <input type="checkbox"/> take classes at the Shiawassee Arts Council, <input type="checkbox"/> join a scrape book club, <input type="checkbox"/> check out swimming lessons, <input type="checkbox"/> check out the Art Club, volunteer at daycare, read to young children, investigate summer camp offerings,	Family/ Student's name Teacher/ School/ Agency, if applicable	Check dates that fill from EasyIEP
<b>Related Services-</b> ex. <input type="checkbox"/> Family will investigate counseling at outside agency, <input type="checkbox"/> (10 <sup>th</sup> - 12 <sup>th</sup> grade only) will explore MRS case opening, <input type="checkbox"/> case open with MRS	Family/ Student's name Teacher/ School/ Agency, if applicable	Check dates that fill from EasyIEP
<b>Instruction-ex.</b> <input type="checkbox"/> Follow Career Pathway: _____, <input type="checkbox"/> continue with academics at _____, <input type="checkbox"/> presently has _ credits for graduation, needs __ to graduate from __ HS, <input type="checkbox"/> investigate vocational programs at Baker, <input type="checkbox"/> explore local high school vocational programs: _____, <input type="checkbox"/> explore hunter safety classes, <input type="checkbox"/> explore Red Cross classes, <input type="checkbox"/> look into adult education, <input type="checkbox"/> explore Pathways program, <input type="checkbox"/> Develop EDP, <input type="checkbox"/> visit college campuses and meet with student services, <input type="checkbox"/> attend financial aid seminars, <input type="checkbox"/> complete college applications, <input type="checkbox"/> sign up for internet safety class,	Family/ Student's name Teacher/ School/ Agency, if applicable	Check dates that fill from EasyIEP



# Shiawassee

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Regional Education Service District

Student: \_\_\_\_\_ Date: \_\_\_\_\_

School District: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent(s), Guardian(s), and/or Student(s),

RE: Transition Services

If transition services are being discussed at an IEP meeting, representatives of other agencies who are likely to be responsible for paying for or providing transition services must be invited.

However, parent(s), guardians, or the student (18 or older) must also provide consent for agencies to be invited to the IEP meeting.

\_\_\_\_\_ contacted me on \_\_\_\_\_, 20\_\_\_\_, to indicate that the following agency may be responsible for paying or providing transition services; and therefore, may be invited to the IEP meeting.

- Michigan Rehabilitation Services (MRS)
- Community Mental Health (CMH)
- Family Court
- Other: \_\_\_\_\_

Yes. I was contacted and approved the invitation of the above agency(ies) to the IEP meeting. (This consent is voluntary and may be revoked at any time.)

Parent/Adult Student \_\_\_\_\_ Date \_\_\_\_\_

No. I was contacted and I did not approve the above agencies to be invited to the IEP meeting.

Parent/Adult Student \_\_\_\_\_ Date \_\_\_\_\_

## Summary of Performance

**IDEA 2004 – “For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals.”**

A Summary of Performance meeting may be held any time within the final semester of the student’s school year. If the student needs the information sooner than 2<sup>nd</sup> semester for application to college, vocational trade school, or another training opportunity, the Summary of Performance may occur during the student’s first semester of his/her final year.

### **SPP 14 – Post Secondary Survey**

Please stress to the exiting student and parent(s) that they may be contacted 1 year after graduation to complete a survey sent by Wayne State University. The survey will ask questions about post-secondary training, education and work. Within EdPlan the student will be asked to provide 2 other sources of contact after high school. Please complete all information accurately.

The following information will be requested.

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*In case your contact information changes over the next year, please give us the name and address of someone who would always know where you are.*

Contact #1

Contact Name:	<input type="text"/>		
What is this person's relationship to you?	<input type="checkbox"/> Parent <input type="checkbox"/> Brother/Sister <input type="checkbox"/> Family Friend <input type="checkbox"/> Other: <input type="text"/>		
Contact Mailing Address:	<input type="text"/>		
City:	<input type="text"/>	State:	<input type="text"/>
Zip Code:	<input type="text"/>		
Contact Phone Number:	<input type="text"/>	<input type="radio"/> Home <input type="radio"/> Work <input type="radio"/> Cell	
Contact Email:	<input type="text"/>		

Contact #2

Contact Name:	<input type="text"/>		
What is this person's relationship to you?	<input type="checkbox"/> Parent <input type="checkbox"/> Brother/Sister <input type="checkbox"/> Family Friend <input type="checkbox"/> Other: <input type="text"/>		
Contact Mailing Address:	<input type="text"/>		
City:	<input type="text"/>	State:	<input type="text"/>
Zip Code:	<input type="text"/>		
Contact Phone Number:	<input type="text"/>	<input type="radio"/> Home <input type="radio"/> Work <input type="radio"/> Cell	
Contact Email:	<input type="text"/>		

Student has been notified of the post-secondary survey for the Continuous Improvement Monitoring System.