

Quick Reference Guide



Section 3: Secondary Transition Considerations

Tips for Developing a Quality and Compliant Individualized Education Program (IEP)



Michigan Department of Education
Office of Special Education and Early Intervention Services

The purpose of the Secondary Transition Considerations section is to consider the student’s strengths and areas of need to help plan and prepare the student for adult life. Proper planning and preparation positively influence the likelihood of graduation and promote successful outcomes.

This section is designed to capture aspects of transition services that are not addressed elsewhere in the Individualized Education Program (IEP). Transition services are addressed throughout various sections of the IEP. There is no one section that encompasses all transition services.

<p>Section 3 Secondary Transition Considerations</p>
<p>Secondary transition services are required to be in effect when the student turns 16. IEP teams are recommended to consider secondary transition services at a younger age if appropriate. Secondary transition considerations must be updated annually thereafter.</p>

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Transition services are required to be *in effect* by the time the student turns 16. Therefore, decisions about transition services must be made *before* the student turns 16 to ensure the services will be *in effect* by age 16. **[§ 300.320(b)]**

STUDENT’S POSTSECONDARY GOALS (VISION)
<p>Data Sources Used</p> <p><input type="checkbox"/> Educational Development Plan (EDP)</p> <p><input type="checkbox"/> Transition Assessment(s) (specify):</p>
<p>If the student did not attend the IEP team meeting, describe steps taken to ensure consideration of the student’s preferences/vision:</p>
<p>Adult Living—As an adult, where do you want to live?</p>
<p>Career/Employment—As an adult, what kind of work do you want to do?</p>
<p>Community Participation—As an adult, what hobbies and activities do you want to do (e.g., arts, recreational activities, shopping, eating out, etc.)?</p>
<p>Postsecondary Education/Training—After high school, what additional education and training do you want?</p>

Student’s Postsecondary Goals (Vision): This section is directly related to Section 2 of the IEP, the Present Level of Academic Achievement and Functional Performance (see Quick Reference Guide, Section 2).

The student’s postsecondary goals (collectively, the student’s vision) are to be aligned with the information documented in the present level. Secondary transition assessments and strengths from the present level can help guide the IEP team to develop appropriate, measurable postsecondary goals for the student. **[300.320(b)(1)]**

Checklist

- The student was invited to the IEP team meeting (documented in Section 1: Demographic Information).
- Consent from the parent to invite an outside agency representative to attend the IEP meeting on behalf of a student who is of secondary transition age is on file (documented in Section 1: Demographic Information).
- Postsecondary goals (vision) were documented.
- The Educational Development Plan (EDP) and transition assessment results were used as data sources.
- Student strengths identified in the present level were factored into secondary transition considerations.
- Student needs identified in the present level were factored into secondary transition considerations.
- Decisions were based on student preferences, interests, and choices.
- The student’s course of study as it relates to his or her postsecondary goals is identified.
- The identified goals are measurable and related to training, education, employment, and independent living skills (if appropriate). The annual goal(s) support the student’s eventual attainment of his or her postsecondary vision.
- The anticipated graduation or exit date is identified.

PLANNING/COMMUNITY SECONDARY TRANSITION SERVICES		
Needed Service Related to the Student's Strengths, Postsecondary Goals, and Present Level Identify the service needed in at least one of the six areas below. Include the coordinated activity/activities for the service. Identify the responsible agency/other for each activity for the needed service.		
IEP Team Must Consider	Instruction Expected completion date: _____ Service: _____ Activity: _____ Responsible agency/other: _____ Activity: _____ Responsible agency/other: _____ Activity: _____ Responsible agency/other: _____ <input type="checkbox"/> Considered, not needed (explain): _____	
	Community Experiences Expected completion date: _____ Service: _____ Activity: _____ Responsible agency/other: _____ Activity: _____ Responsible agency/other: _____ Activity: _____ Responsible agency/other: _____ <input type="checkbox"/> Considered, not needed (explain): _____	
	Development of Employment Expected completion date: _____ Service: _____ Activity: _____ Responsible agency/other: _____ Activity: _____ Responsible agency/other: _____ Activity: _____ Responsible agency/other: _____ <input type="checkbox"/> Considered, not needed (explain): _____	
	Other Post-School Adult Living Objectives Expected completion date: _____ Service: _____ Activity: _____ Responsible agency/other: _____ Activity: _____ Responsible agency/other: _____ Activity: _____ Responsible agency/other: _____ <input type="checkbox"/> Considered, not needed (explain): _____	
	Planning/Community Secondary Transition Services continues on next page	

PLANNING/COMMUNITY SECONDARY TRANSITION SERVICES <i>continued</i>	
Consider When Appropriate	Acquisition of Daily Living Skills Expected completion date: _____ Service: _____ Activity: _____ Responsible agency/other: _____ Activity: _____ Responsible agency/other: _____ Activity: _____ Responsible agency/other: _____ <input type="checkbox"/> Considered, not needed (explain): _____
	Functional Vocational Evaluation Expected completion date: _____ Service: _____ Activity: _____ Responsible agency/other: _____ Activity: _____ Responsible agency/other: _____ Activity: _____ Responsible agency/other: _____ <input type="checkbox"/> Considered, not needed (explain): _____

Planning/Community Secondary Transition Services: Services and supports that help the student achieve his or her adult-life goals are collectively called "transition services." Secondary transition services are designed to be part of a results-oriented process. [§ 300.320(b)(2)]

After identifying an area of need (using the present level section as a data source), the IEP team determines if the area of need is either a learning need, or a planning/community service or activity-related need.

Learning needs are generally addressed by transition services provided by the district and are considered the student's course of study. These transition services are addressed in other sections of the IEP (such as goals and/or supplementary aids and supports) and therefore might not be addressed in this section.

Planning/community service or activity-related needs are typically addressed in this section of the IEP form. The areas for consideration in this section are meant to facilitate movement from school to post-school activities. If an area is considered but not needed, provide an evidence-based/

Planning/Community Secondary Transition Services
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Resources

- *Michigan Administrative Rules for Special Education* (MARSE)
www.michigan.gov/documents/mde/MARSE-April09_274156_7.pdf
- *Individuals with Disabilities Education Act* (IDEA, Federal Regulations)
<http://idea.ed.gov>
- *A Seven-Step Process to Creating Standards-Based IEPs*
www.cenmi.org/documents/sevensteps.pdf
- Michigan Transition Outcomes Project (MI-TOP)
<http://mi-top.cenmi.org>
- Michigan Transition Services Association (MTSA)
www.michigantsa.com
- National Secondary Transition Technical Assistance Center (NSTTAC)
www.nsttac.org
- State Performance Plan (SPP) Indicator 13 Resources (includes SPP 13 checklist)
<http://mi-top.cenmi.org/Resources/SPP13.aspx>
- Transition Assessment Resources
http://mi-top.cenmi.org/Portals/7/Documents/transition_assessment_resources.pdf

data-based reason that is consistent with the present level section.

Remember: Any community agency “likely to provide or pay for services” must be invited, with parent consent, to the IEP team meeting. If the agency fails to attend the IEP team meeting, the district must provide information about that service and assist the student in procuring the service.
[§ 300.321(b)(3)]

THE COURSE OF STUDY TRANSITION SERVICE
Indicate how the student's course of study aligns with the postsecondary goals (check one):
<input 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).
MMC modification using Personal Curriculum on file: <input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Curriculum leading to a high school diploma (effective for students who entered 8th grade prior to the 2006-2007 school year).
<input type="checkbox"/> Course of study leading to: _____
Anticipated graduation or completion date: _____

Course of Study: Course of study is a secondary transition service. This service in conjunction with other secondary transition services is designed to help the student achieve his or her postsecondary goals. Secondary transition services are to be considered and aligned with the direction and outcome of the course of study. Document if the student is on track to receive a high school diploma. Additionally, if the student will receive a high school diploma, document if the student has a personal curriculum on file.

If the student is not on track to receive a high school diploma, identify what the outcome of the student’s education will yield by filling in the blank for a course of study. An IEP team may indicate, for example, a certificate of attendance, a certificate of completion, or simply an exit from school. Keep in mind, Michigan has only one curriculum and therefore only recognizes graduation with a diploma.

Sample Student Agenda

One method to ensure student participation is through the use of a student agenda. When used at an IEP team meeting, it provides the structure that leads the discussion to meaningful information and decision making.

What is my vision for my life when I am done with school?

- Where/how am I going to live?
- What job or career am I going to have?
- How will I become part of my community?
- Will I need additional school or training?

Where am I now, relative to my goals (vision) of my life after I leave school?

- What are my strengths related to my post-school goals?
- How are my current academics?
- How are my functional/vocational skills?
- Do I have the accommodations I need?
- How can I make the goals for post-school life more clear?

What course of study should I take in school that will move me closer to my goals?

- Are my school services aligned with my vision of my post-school life?
- Do my IEP goals help me reach my vision?
- Do we know what transition services will help me reach my goals?
- Have we identified the point when I will leave school?
- How will we know when I am ready?



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