



## Transition Due Process Basics What needs to go where to do it correctly!!

**Forward:** This is an attempt to make this a due process step-by-step only and to not include issues of transition philosophy, curricula, classroom management, etc. Unfortunately, sometimes preferences do leak through. If you have questions on any of this information, please contact the Transition Coordinator.

The following is based upon Federal & State regulations and SpEd Forms boxes:

### Preface

Minnesota still has 5 areas of transition: post-secondary education or training; employment; community participation and daily living skills; recreation and leisure. Federal requirements include only 3: post-secondary education or training; employment; daily living skills. Because state law can have requirements beyond what the federal law necessitates, all 5 areas of transition must be evaluated and addressed. For SpEdForm purposes, we recommend clumping community participation, daily living skills and recreation and leisure into the federal daily living category.

## Evaluation:

### The Evaluation Plan/Prior Written Notice

Steps:

- 1) Transition should be assessed in every initial or re-evaluation beginning in grade 7.
- 2) In the Evaluation Plan/Prior Written Notice, include “to collect data for transition planning” as a part of the district proposal for the assessment (box 1) and that “assessment data on transition must be part of the evaluation before grade 9” as one of the reasons (box 2).
- 3) Secondary Transition **does** need to be listed in the “Areas” being assessed.

Under “Material & Procedures”, you must include at least 2 assessments. Assessments must be “age appropriate”. Assessments need to identify student strengths, interests, and preferences. We no longer need to do one formal and one informal assessment. The team can feel free to use a multitude of assessments such as:

- interviews or questionnaires
- direct observations
- curriculum based assessments
- rating scales
- interest planning inventories
- formal assessments (Transition Planning Inventory, Enderle Severson, Brigance, etc)
- ACCUPLACER or ASVAB data

Comments:

- The law requires only that transition be assessed prior to the 9<sup>th</sup> grade IEP meeting, however, by including it as a component of a 7<sup>th</sup> or 8<sup>th</sup> grade evaluation, you save yourself or a colleague the extra work of having to do another evaluation before the 3-year cycle requires.
- Keep in mind that you need to address all 5 areas of transition in the PLAAFP of the IEP, so it would be wise to address those through the chosen assessments.

### The Evaluation Report

Though there is minimal direction about how assessment data is to be reported, the ER must contain:

- 1) Statement about the student’s & parents’ preferences and interest related to the transition areas.
- 2) Report or summary of data collected by assessment tools.
- 3) A present level of performance statement for each of the 5 transition areas.

- 4) Identify transition needs related to the disability and student/family preferences.
- 5) Recommendations for educational programming projecting several years ahead.

Comments:

- Many assessments have manuals that offer a format for reporting the data they collect. However, simply summarizing the results is acceptable.
- It is acceptable to combine the assessment results summary along with other information into a paragraph that becomes the present level of performance statement, but you cannot just list test results. The PLEP statement must also contain where the student is functioning and how the disability impacts the areas of transition.
- You do not need to write a book...but more than a sentence or two will be necessary.
- The needs statements identify what the student needs to learn in order to attain their after graduation ambitions. Needs may be purely academic, purely transitional, or most commonly, a combination of the two.

## **Individual Education Plan:**

### **Team Meeting Notice**

Steps:

- 1) Beginning in 9<sup>th</sup> grade, the student **MUST** be invited to attend the IEP meeting.
- 2) The annual meeting notice **MUST** state that a part of the meeting will be spent discussing transition planning (this is a drop down on the “The purpose of this meeting is to discuss transition planning...” box).

### **The PLAAFP**

Steps: Multiple options for format...see comments section.

- 1) Must contain present performance levels for each of the 5 transition areas.
- 2) Must identify needs based upon the disabilities impact of a transition areas.
- 3) No needs in an area or two is acceptable, but there are always transition needs in some area.

Comments:

- Transition does not eliminate academic needs. **You must still report on how the disability impacts the student’s ability to succeed in the general education curriculum.**
- The PLAAFP may be written as a single all inclusive statement in the first “Present Levels...” section in SpedForms. All goals will then appear under this section which does NOT need to be copied and pasted into PLAAFP section for subsequent goals. (Only the boxes in which something is written will print.)
- Another option is to place the academic information in the first PLAAFP box and the transition information in subsequent boxes.

### **Measurable *Annual Instructional* Goals** (These are your IEP instructional goals)

Steps:

- 1) Transition and academic needs can be addressed in separate goals, or
- 2) Transition needs can be incorporated into an academic goal(s).

Comments:

Again, **transition does not replace academic goals**. Your specialized instruction should continue to deal with the disabilities impact on general education curricula.

### **Measurable *Postsecondary* Goals**

Steps:

- 1) These are **parent and student** statements that declare the **student’s** future aspirations after graduation. They must contain what the student will do; when and to what degree. Example: upon graduating from High School, John will enroll full time in the auto mechanics program at LSC.
- 2) There must be statements for education or training **and** for employment. Independent living statements are required only if appropriate.
- 3) **New:** Measurable Post-Secondary Goals must be “reasonable”, that is: based upon the evaluation results and realistic to be attained.

- 4) Goals must be updated annually.
- 5) Whenever possible, students should actually compose these statements.

Language: *Examples:*

- After graduation, I will be a heavy equipment operator and run my own business.
- After graduation, Jennifer will enroll in Lake Superior Community College to get her Associate Arts Degree.
- Rob will live in a group home with three other adult clients with support assistance.

Comments:

- This is not the place for present level of performance, needs, or annual goals. This is student (family) statements about what the student will do after graduation. These statements **drive** the IEP because it is transition skills related to future goals that you must teach. These statements define the transition curriculum.
- Even though as a freshman or even a senior, a student may not definitively know what they plan to do, the MN Department of Education/Compliance states that these must be “I will” statements. “I hope”, “I think”, “I will not”, “I don’t know” are unacceptable.

### Courses of Study

Steps

- 1) Courses of study is a listing of the classes a student will most likely take and are technically aligned to the student’s measurable postsecondary goals and graduation requirements.
- 2) Though a one year time span, this requires **two years of projection**.
- 3) Special education instruction can be included in the course of study.

Language

- Special education instruction can be listed generally based on the content; for example “reading”, “transition”, “social/behavioral skills”, etc.
- For students who have limited participation in general education, a description of the special education instruction per period is includes, for example: “cooking”, “work experience”, “personal safety”, etc.

Comments

- You can list all the classes for one year on a single line of SpedForms.
- If at the IEP meeting, one or more of the proposed classes from the previous IEP meeting were not taken for one reason or another, make the corrections. For example, the student ended up taking an art class rather than the proposed auto mechanics class or class that was available in May was cancelled during the summer and another was substituted.
- Do not delete past courses when writing a new IEP. It is good practice to maintain this ongoing record.

### Transition Services

Comments:

- This is a listing of all the activities including special education instruction that have or might take place that help the student to attain their post secondary goals.
- The [Transition Activities & Examples Guide](#) can assist you with completing the needed sections.

Steps:

- 1) Place activities in the topic area you feel is most appropriate. All goals should have a related instructional service, for example, if there is a math goal, the “Improve math skills” should be listed in the Instruction category.
- 2) Assign responsibility for the activity or learning. Simply stating “school” or “parent & student” or “county” is sufficient.
- 3) Revisit annually. If previous activities have not occurred as planned, discuss alternate ways of achieving or activities that could be substituted.

Language:

- Keep it simple and to the point. This is a list not an explanation or justification. “Improve reading”; Attended Mentoring Day”; “Take an Auto Class”; “Take the Transition Class”; “Participate in Work Based Learning”; “get

Drivers License”; “Participate in CIL’s social Group”; “Go on weekly community outings”; ”Attend College for a Day at LSC”, learn about VRS and county services, learn about college disability services.

### **Age of Majority**

Comments:

- Student and parents must be informed of the legal changes regarding special education that take place when a student turns 18. This information must be provided at *least one year prior* to the student’s 18<sup>th</sup> birthday. It is therefore highly recommended that information be provided at the IEP meeting when the student is 16 and re-affirmed at the IEP meeting when the student is 17.
- The Transfer of Parental Rights form on SpedForms, provides parents with all the contact information they will need.

Steps

- 1) On the IEP Meeting Notice or on the agenda, include “Discuss Age of Majority” as a topic of discussion.
- 2) Prior to the meeting, complete the Transfer of Parental Rights document on SpedForms and print a copy to provide to parents.
- 3) When the IEP is written following the meeting, enter the meeting date in the “Transfer of Rights at Age of Majority” section of SpedForms.

### **The Summary of Performance**

Comments:

This document services as a summary of a student’s academic as well as functional accomplishments while in school as well as to provide them with guidance and assistance upon leaving school. It should be completed in the weeks preceding his/her graduation from high school.

Steps:

- 1) There are multiple versions of this form on our website and in SpedForms. Choose the one with which you are the most comfortable. Use the [Graduation Protocol Webinar](#) to assist you.
- 2) Complete the form. It is highly recommended that you complete the form with the students as a kind of “exit interview”.
- 3) Provide the student with a copy and place a copy in the student’s file.

### **Final Prior Written Notice**

Approximately one month prior to a student’s graduation or upon ‘aging out’, a final PWN must be sent to the parent informing them of the discontinuation of special education services. Sample language for this notification can be found on our website under “Graduation Protocol Webinar”.

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