



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 Steve Schoenbauer.

The following is based upon Federal & State regulations and SpedForm 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) 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”. (See comments below for additional explanation). An example of the standard content for this box would be 3 items:
 - *Transition Planning Inventory* (or whichever formal assessment you prefer).
 - *Informal student survey* (so that you can simply have a conversation with the student and which generally gives the best information).
 - *Review of records* (so you can use any or all information that you have gathered outside the formal assessment process or from other assessments done as part of the evaluation).
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Comments:

- The law requires only that transition be assessed prior to the 9th grade IEP meeting, however, by including it as a component of a 7th or 8th grade evaluation, you save yourself or a colleague the extra work of having to do another evaluation before the 3-year cycle requires.
- **One of the assessments must cover all five areas of transition.** The Transition Planning Inventory (TPI), Brigance or Enderle-Severson are examples.
- The 2nd assessment **may** be in only one of the 5 areas or by stating “Review of Records” could include materials related to assessment that you have used in class, such as career interest inventories, learning styles assessments, formal academic testing (MCAs), or outside assessments such as the ASVAB given by military recruiters. You can also use other tools already used in the assessment such as the BASC (which looks at adaptive and functional skills/behaviors) as long as you list it in the transition assessment area as well as the behavior.
- In the “Materials & Procedures” section of the Evaluation Plan, it is recommended that you include the phrase “review of records”. This allows you to use items you may have done recently in your classroom as a part of your evaluation.

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.

NB: Transition in isolation: **This is no longer an option! Additionally, we are now being told that any transition needs identified in the ER must be addressed in the IEP. This would mean that a transition assessment completed in grades 7 or 8 would require a transition IEP in grades 7 or 8.**

SOLUTION:

- 1) Continue to evaluate transition in 7th or 8th grade. Not to do so would require that every student in grade 9 would require a full re-evaluation.
- 2) On the 7th and/or 8th grade IEP, include a transition PLAAFP and needs as identified in the evaluation report.
- 3) Once transition has been assessed and needs identified, the transition section of the IEP must be completed and the transition needs addressed. For junior high students, academic or social skill improvement can still be their major transition need.
- 4) Other areas of transition that a typical of this age ate understanding their disability, understanding the IEP, and self-advocacy.

Individual Education Plan:

Team Meeting Notice

Steps:

- 1) Beginning in 9th 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:" box).

Comments: Read the red print on SpedForms!!!

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 disability's 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.

Measureable 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).
- 3) We are back to needing at least two objectives per goals.

Language:

Samples of transition specific goals as well as goals that combined with academic and transition needs can be found on our website (www.nlsec.k12.mn.us). Click on: "Downloadable Resources: Disability Programs: Secondary Transition". Additional examples can be found in Chapter 4 of the TSES.

Comments:

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

Measureable Post-Secondary Goals

Steps

- 1) These are **teacher** 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) Statements **must be "I will"** rather than "I hope to" statements.
- 4) **New:** Measureable Post-Secondary Goals must be "reasonable", that is: based upon the evaluation results and realistic to be attained.
- 5) Goals must be updated annually.
- 6) Whenever possible, students should actually compose these statements.

Language: *Examples:*

- After graduation, I will be a heavy equipment operator and run my own business.
- Though her exact career plans are still unclear, 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.
- The independent living section is optional and must be completed only if there are identified needs, however, both education and employment are required to have student statements.

Courses of Study

Steps

- 1) Courses of study is a listing of the classes a student will most likely take **for a minimum** duration of one IEP meeting date until the next.
- 2) Though a one year time span, this requires **two years of projection**. (The only possible exception I can think of would be if the IEP meeting is held in August before school and you schedule classes then.)
- 3) Courses are to reflect movement toward meeting the student's after graduation aspirations (post secondary goals) and completion of his/her graduation requirements.
- 4) Special education instruction is 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 included, for example: “cooking”, “work experience”, “personal safety”, etc.
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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 Toolkit* by Jayne Spain has excellent examples of what should be placed in these areas. If you do not have a copy, contact the Transition Coordinator at the NLSEC.

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 and addition 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”.

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 18th 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.
- There is a document on our website (www.nlsec.k12.mn.us) under downloadable resources, then disability programs that explains in detail the case manager’s responsibilities. There is also a document that explains in detail which rights transfer and what guardianship and conservatorship are.
- The Transfer of Parent 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 “Age of Majority” as a topic of discussion.
- 2) Prior to the meeting, complete the Transfer of Parent 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

Language:

- Sample language for all the boxes in the Prior Written Notice for rights transfer are included on the last page of this document.

The Summary of Performance

Comments:

This document serves as a summary of a student’s academic as well as function 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.
- 2) Complete the form. It is highly recommended that you complete the form with the students as a kind of “exit interview”.
- 3) Though not on any of the documents, end the “interview” by asking the student if they would be willing to participate in a survey the following year, if so ask for contact information cell phone; Facebook, etc.). This will be very helpful for conducting requires Post-Secondary Follow-up Surveys.
- 4) 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.

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