Topics

1. Inviting Participation Agencies
   - MDE Clarification Memo – December 2017
2. Measurable Annual Goals
3. Measurable Postsecondary Goals
Inviting Participating Agencies Updates

Recommendations to demonstrate compliance on a go forward basis as of January 2018

B13: Applies to the April 2019 data collection

The MDE December 2017 memo indicates what constitutes an “invitation”

A. A separate letter of invitation with the agency’s representative listed in the “salutation”

or

B. The representative from the agency is listed in the “salutation” on the letter of invitation to the student and/or parent

or

C. Copy of an email invitation that includes the date when the email was sent, the date and time of the meeting, the purpose of the meeting, location of the meeting, and who’s IEP meeting it is

or

D. A written log of when a verbal invitation occurred that includes the date of the verbal invitation and who made the contact to the representative of the agency.
Inviting an Agency Process

1. Determine if there is a need to invite a community agency representative likely to provide current or future services
   - **When?** - Law does not define “when” (within the IEP year, 2 years out, 4 years, etc.) it is an IEP team decision
   - **Caution:** if the Team indicates on the IEP that an agency is likely to provide or pay for services, they cannot defer it to a later date/time

   - **COMMUNITY AGENCY INVOLVEMENT**
     - Was there a need to invite a community agency representative likely to provide current or future services? [ ] Yes [ ] No

2. Prior consent of the parent or student, who has reached age of majority, to invite the agency

3. Participating Agency Invitation
   - Must have consent before sending the invitation
   - Parents/students must be provided notice of when, why and **WHO** will be at IEP Team meeting
     - Use the PowerSchool SE invitation and enter the community agency representative
     - If consent is obtained after the invitation is initially sent to parent/student, then create a revision on the PowerSchool SE invitation with the agency representative
   - **Verbal or Email Invitations:** use the contact log on the PowerSchool SE invitation

   - **ATTENTION:** At this time, the IEP Team determined there is no need to consider an invitation for an outside agency to support {FirstName}'s postsecondary needs. This decision is based on {FirstName}'s current level of independence, ability to function in the community and {his, her} and ability to advocate for {himself, herself}.

   - The parent invited an agency representative from _____________

   - The school sent a consent to invite community agencies document and the parent/student did not consent before the IEP Team meeting.

   - The school sent a consent to invite community agencies document and the parent/student did not respond before the IEP Team meeting.

   - If consent was obtained and the agency did not attend, explain additional step the team will take to connect the student to the agency.

   - **COMMUNITY AGENCY INVOLVEMENT**
     - Was there a need to invite a community agency representative likely to provide current or future services? [ ] Yes [ ] No

   - **COMMUNITY AGENCY INVOLVEMENT**
     - Did parent invite a community agency representative? [ ] Yes [ ] No

   - **COMMUNITY AGENCY INVOLVEMENT**
     - The parent invited an agency representative from _____________

   - **COMMUNITY AGENCY INVOLVEMENT**
     - Did agency representative attend? [ ] Yes [ ] No

     - The school sent a consent to invite community agencies document and the parent/student did not consent before the IEP Team meeting.

     - The school sent a consent to invite community agencies document and the parent/student did not respond before the IEP Team meeting.

     - If consent was obtained and the agency did not attend, explain additional step the team will take to connect the student to the agency.

   - **COMMUNITY AGENCY INVOLVEMENT**
     - Was there a need to invite a community agency representative likely to provide current or future services? [ ] Yes [ ] No

     - **Did agency representative attend?** [ ] Yes [ ] No

     - **Describe the agency’s involvement**
2. Prior Consent to Invite an Agency

- Documentation of the request for consent
- Use the PowerSchool SE Consent to Invite Community Agencies document

3. Participating Agency Invitation
3. Participating Agency Invitation (cont.)

- Use PowerSchool SE to document Verbal or Email invitations

<table>
<thead>
<tr>
<th>Date of Contact</th>
<th>Method of Contact</th>
<th>Result of Contact</th>
<th>Who made the Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/01/2018</td>
<td>In-Person: X</td>
<td>Met with Sally Agent and invited her to the IEP Team Meeting</td>
<td>DAVID KEP (Dyslexia, Ped)</td>
</tr>
</tbody>
</table>
Measurable Annual Goals

• MDE Model:
  • By _date_ (the student) will _skill/behavior_ when/at _condition/criteria_ as measured by _assessment/evaluation_.

• Example:
  • By March 2018, in order to achieve her post-secondary goal of attending Community College, Kara will make 3 inferences about the theme or message of a paragraph from a fictional text, 4 out of 5 times, as measured by informal reading assessments.

• Measurability
  • Current level
  • Skill
  • Target
  • Method of measurement

Annual Goal – Non-Example

In order for Joe to reach his postsecondary goal of becoming a carpenter, he will pass his math class with 80% accuracy.

Does this goal identify:
• Baseline information?
• A target for performance?
• A method of measurement?
• A skill, behavior or learning that will take place?
Measurable Postsecondary Goals

Special Education

Getting Ready for Employment — After you have finished school, what kind of work will you do?

After finishing school, (FirstName) will

Does Student require instructional goals and short-term objectives in order to get ready for employment?
Yes  No

Does Student require transition activities or services in order to get ready for employment?
Yes  No
Measurable Postsecondary Goal Areas

Postsecondary Training/Education

Training
- Specific vocational or career field, independent living skills training, vocational training program, apprenticeship

Education
- 4 year college or university, technical college, 2 year college, Vocational Technical School, etc.

Getting Ready for Employment
- Paid (competitive, supported, sheltered); unpaid employment (volunteering)

Adult Living and Community Participation, where appropriate
- Daily living, independent living, financial, transportation, etc.

Postsecondary Goal Examples

- MDE Model:
  - When, student will
  - After finishing school, student will work as a carpenter at a local construction company.
  - After finishing school, student will attend the local trade school for carpentry.
  - After finishing school, student will receive on-the-job training via an apprenticeship.
  - After finishing school, student will maintain a budget to manage his finances to live independently.
Postsecondary Goal Examples
Students with Significant Needs

Postsecondary Training/Education
- After finishing school, student will receive Network 180 services to provide daily living skills training and in-home care.
- After finishing school, student will receive daily living skills and community participation training at home with the help of family members.

Employment
- After finishing school, student will volunteer part-time at the YMCA as a greeter.
- After finishing school, student will work on her microenterprise from home with support.
- After finishing school, student will volunteer at Meijer Garden with support.

Thank You

- Kent ISD → Special Education → Services → Transition