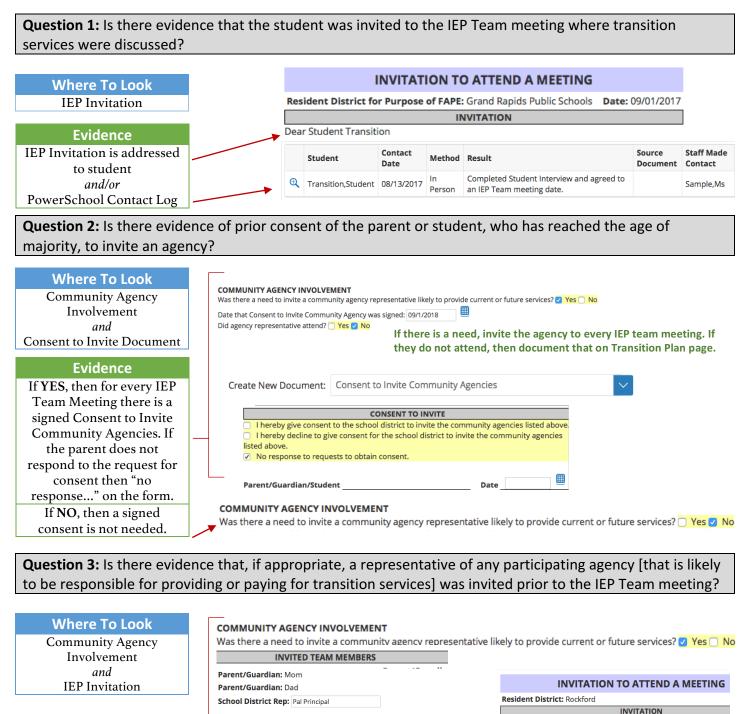
# TRANSITION PLAN COMPLIANCE GUIDANCE FOR POWERSCHOOL SPECIAL EDUCATION

BASED ON MDE OSE B-13 2018-2019 MANUAL



## **Evidence**

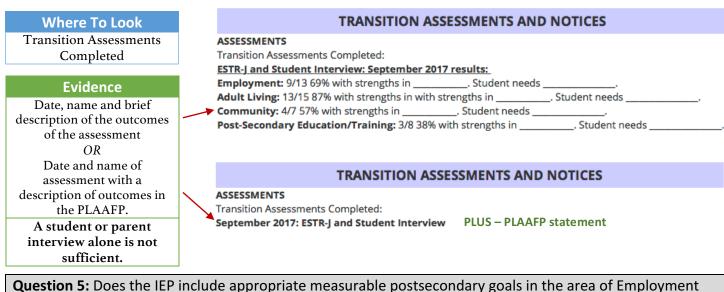
Other/Title:

Other/Title:

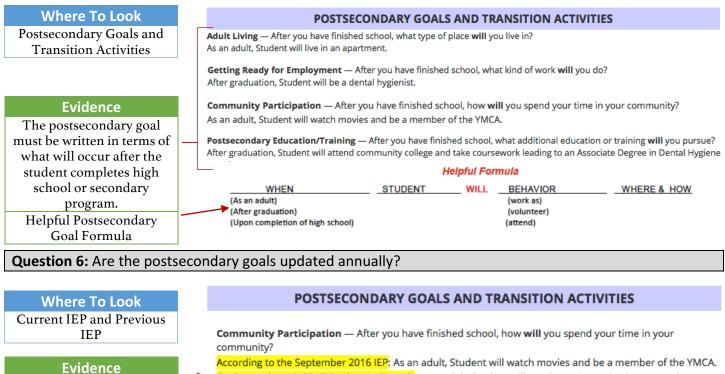
If YES, then the IEP Invitation needs to include the name of the agency representative, in the salutation line. Parents/students need notice of Who will attend. If NO, then a signed consent is not needed.

#### They Transition ar Mom loe Agent - MRS Community Agency Representative: Joe Agent - MRS Use the Community Agency Rep. line so the Agency in in the salutation line on the Invitation COMMUNITY AGENCY INVOLVEMENT Was there a need to invite a community agency representative likely to provide current or future services? C Yes V No

**Question 4:** Is there evidence of a postsecondary goal that is based on age appropriate transition assessment(s) for Employment, Postsecondary Education/Training, Adult Living and Community Participation.



(required), Postsecondary Education/Training (required), Adult Living and Community Participation.



IEP is current and

postsecondary goals were updated from the previous

IEP. It is helpful to include

both goal statements.

If the previous goals have not changed, then include a statement that the goal will continue.  On September 10, 2017 Student indicated: As an adult, Student will watch movies and volunteer at the downtown food pantry.

**Postsecondary Education/Training** — After you have finished school, what additional education or training will you pursue?

According to the September 2016 IEP and based on September 10, 2017 student interview : After graduation, Student will attend community college and take coursework leading to an Associate Degree in Dental Hygiene

# **Question 7:** Does the IEP include transition services that will reasonably enable the student to meet his or her postsecondary goals?

Where To Look Postsecondary Goals and Transition Activities

# **Evidence**

Document at least one transition activity/service needed. Only one transition activity/service is required, however each transition area must be "considered" when planning transition activities/service to ensure FAPE. Transition activities/services provide exploration experiences to help the student move closer to the post-

secondary goals.

POSTSECONDARY GOALS AND TRANSITION ACTIVITIES

**Getting Ready for Employment** — After you have finished school, what kind of work **will** you do? After graduation, Student will be a dental hygienist.

*	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	
	Transition Activity/Service Needed	Person/Agency	Due Date	
	Student will identify, compare and contrast at least two dental hygienist programs in Kent County.	Student / Parent	09/09/2018	

**Question 8:** Does the IEP include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

Where To Look	
Course of Study	
Evidence	
Identify if the student will	
take classes leading to a	COURSE OF STUDY
diploma or certificate of completion.	What is Student's anticipated date of graduation/completion? 06/01/2020
Course of study is a multi-	What is Student's course of study?
year description of	Classes leading to a Michigan Merit Curriculum high school diploma  Classes leading to a certificate of completion
coursework, from current date to anticipated date of exit, that will allow the student to build	Describe how Student's course of study supports his post-secondary goals written in each domain area above: Student is taking a course of study leading to graduation with a high school diploma. This supports his post secondary vision of attending community college and take coursework leading to an Associate Degree in Dental Hygiene. Student has passed the required high school science credits and is currently enrolled in the Health Careers course at KCTC.
knowledge and gain experience through	
coursework in their post-	
secondary goal area	

# Question 9: Are there annual IEP goals related to the student's transition services needs?

Where To Look PLAAFP, Transition Section and Annual Goal

## **Evidence**

At least one postsecondary goal should indicate there is a measurable annual goal. At least one measurable annual IEP goal supports

the student's transition services (In order to...)

For the goal to be <u>measurable</u> there must be a current level (PLAAFP) and target (goal page) **Postsecondary Education/Training** — After you have finished school, what additional education or training **will** you pursue?

After graduation from high school, Student will enroll at Community College and take a business math class to advance his career in business.

Does Student require instructional goals and short-term objectives in order to get ready for post-	Z Voci	
secondary education or training?		

	Area of Need	Subarea of Need	Goal?
	Mathematics	Math Calculation	<b>S</b>
		Transition	

#### Data Sources and Description of Need

Based on classroom assessments from September 2018, Thor is able to apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with 90% accuracy. Thor needs to be able to choose the correct strategy and accurately calculate math equations and inequalities. He is current able to solve equation and inequality problems at 1 out of 5 trials.

### Annual Goal:

In order to work as a police officer,

Thor will be able to choose the correct strategy and accurately calculate math equations and inequalities 4 out of 5 trials by September 2019, as measured by teacher made assessments.

## **Measurable Annual Goal**

**Goal Format:** In order to (post secondary goal), the student will (specific skill) at (target/outcome), by (date) as measured by (tool).

Measurable Formula: Measurability = current level + skill + target + method of measurement

**MDE Measurability:** In determining the measurability of an annual goal, the PLAAFP needs to describe the current level of performance. This may include descriptive and/or quantifiable information that connects to the mastery in the annual goal.



End Level Annual Goal

**Question 10:** Is there evidence that the student's needs, taking into account their strengths, preferences, and interests, were considered?

Where To Look		
IEP Participants	PARTICIPANTS	
OR	Student: Student Transition Parent/Guardian: Milo Transition	
Reference to Student Interview	Image: Second	
	(the individual who can interpret the instructional	
Evidence	implications of evaluation results)	
Student indicated as IEP	OR OR	
Team participant	TRANSITION ASSESSMENTS AND NOTICES	
OR	ASSESSMENTS	
Student Interview Listed	Transition Assessments Completed:	
OR	ESTR-J and Student Interview: September 2017 results:	
	Employment: 9/13 69% with strengths in Student needs	
Student's preferences and	Adult Living: 13/15 87% with strengths in with strengths in Student needs	
interests were considered	Community: 4/7 57% with strengths in Student needs	
in the postsecondary goal	Post-Secondary Education/Training: 3/8 38% with strengths in Student needs	
(or somewhere else on the IEP)	OR	
	Postsecondary Education/Training — After you have finished school, what additional education or training	
	will you pursue?	
	According to the September 2016 IEP and based on September 10, 2017 student interview : After graduation,	

Student will attend community college and take coursework leading to an Associate Degree in Dental Hygiene