



Fall 2023

Washtenaw County Post-Secondary Transition Manual

B-13: State Performance Plan Indicator
Guidance

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Introduction

The mission of **Washtenaw Intermediate School District** is to promote the continuous improvement of achievement for every student while providing high-quality service to our customers through leadership, innovation, and collaboration.

The purpose of this guidance manual is to assist all stakeholders (students, teachers, families, agencies and other school personnel) in the development and implementation of a ***quality*** post-secondary transition individualized education plan (IEP) for every student that is 16 years of age or will be 16 during that IEP year.

A transition IEP will:

1. Meet students' needs,
2. Outline an implementation of plan to address those needs,
3. Result in improved post-secondary transition outcomes that will prepare students to achieve their postsecondary goals.

This manual will assist you self-monitoring your IEPs for State Performance Plan Indicator B-13 compliance.

'Quality' vs. 'Compliance'

A Compliant Transition IEP: Meets the minimum requirements of Michigan Department of Education (MDE) SPP Indicator B-13.

A Quality Transition IEP: Provides more in-depth focus on the student's unique needs, interests, and skills, to obtain his/her postsecondary goals while meeting the requirements of MDE SPP Indicator B-13.

How to Use the Post-Secondary Transition Manual

1. At the top of each page, there is a question that aligns with MDE SPP B13 checklist.
2. Following each MDE SPP B13 question is a guiding question which allows you to do a reference check for missed documentation.
3. Next, you are provided with examples of what quality vs. compliant and non-compliant responses look like.
4. Finally, some pages will have screen shots of the IEP page documenting where specific information should go, examples of transition activities or reminders that align with the indicator questions.



Q1. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

Guiding Questions

- Is the student's name listed on the **Invitation to Attend the Individualized Education Program Team (IEPT) meeting**?

Quality Transition IEP

- The student's name is listed as a participant on the **Invitation to Attend the IEPT meeting**.

Compliant

- The student's name is listed on the **Invitation to Attend the IEPT meeting**.

Non-compliant Transition IEP

- The student's name is not documented on the **Invitation to Attend the IEPT meeting**.

**INVITATION TO ATTEND
THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM MEETING**

Resident District: _____ Date: _____

INVITATION

Dear **Student name listed here**,

You are invited to attend an IEP Team meeting for . The details of this meeting are as follows:

Date: _____ Day: _____
Time: **Correct date as listed on IEP** Place: _____

If for any reason the scheduled time, date or place is not workable for you, please contact me as soon as possible.

PURPOSE

The purpose of this meeting includes: (Select all that apply)

☐ Determining or reviewing this student's eligibility for special education programs/services

☐ Developing, reviewing or revising this student's individualized education program

☐ Developing an Amendment to this student's current individualized education program

☐ Other: (Specify) _____

INVITED TEAM MEMBERS

Student: _____	Parent/Guardian: _____
General Ed Teacher: _____	Parent/Guardian: _____
Special Ed Provider: _____	School District Rep: _____
Eval Team Rep: _____	Other/Title: _____
Other/Title: _____	Other/Title: _____

Keep in Mind

If IEP date changes due to snow days, cancellations, etc., a new invite must be created with new date and time with student's name listed.

Keep in Mind

When stating the purpose of the IEP, be sure to include "Transition IEP" under "other".



Q2. Is there documentation of prior written consent of the parent or student, who has reached age of majority, to invite an outside agency?

Guided Questions

- Will an outside agency be providing or paying for services during this current IEP school year?
- If yes, is the consent signed and dated by the parent/guardian/student (who has reached age of majority) prior to the IEP invitation date?
- If no, be sure to:
 - Document attempts
 - Make sure the agency is not mentioned as providing services.
 - Indicate no services needed.

Quality/Compliant Transition IEP

- **Consent to Invite Community Agencies to an IEPT Meeting** form is signed and dated prior to the IEP invitation date.
- The form must be signed by the parent/guardian/student who has reached the age of majority.
- The signed **Consent Form** must be uploaded into PSSP.

Non-Compliant Transition IEP

- Adult service agencies are present at the IEPT meeting without prior consent from the parent/guardian/student who has reached age of majority.
- There is documentation of transition services/activities assigned to be implemented by an agency, but they were not invited to the IEPT meeting.

CONSENT TO INVITE COMMUNITY AGENCIES TO AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM MEETING	
STUDENT INFORMATION	
Student:	Date Sent/Given to Parent/Guardian:
Birthdate:	Resident District:
Age:	Student Primary Language:
Grade:	Language Spoken in the Home:
PURPOSE	
Dear , , , , ,	
As appropriate, the school district is required to invite representative from any community agencies that are likely to provide or pay for transition services. Below is a list of community agencies that the school district would like to invite to the IEP Team meeting to be held on or before:	
Agency representatives bring important information and resources to the IEP Team meeting. If for any reason you have questions regarding this request, please contact us as soon as possible. Should you choose not to respond to this request, the school district will not send an invitation to these agencies.	
ADDITIONAL INFORMATION	
<ul style="list-style-type: none">• The Individuals with Disabilities Act (IDEA) specifies that by the time a student reaches age 16, the school district must invite community agencies to the IEP Team meeting if they are likely to provide or pay for transition services.• The school district must seek your consent and is responsible for inviting agency representatives.• Agency representatives are not required to attend the IEP Team meeting.• You may directly invite any agency (including those not on the list below) that you feel would be appropriate to attend the IEP Team meeting.	
COMMUNITY AGENCIES	
We are requesting your permission to invite the listed community agencies. Please indicate your consent to invite by signing in the space provided below.	
Name of Community Agency(ies):	
*If multiple agencies are invited, list them - i.e. CMH, Disability Network, MRS.	
*Check Proper Box	
CONSENT TO INVITE	
<input type="checkbox"/> I hereby give consent to the school district to invite the community agencies listed above.	
<input type="checkbox"/> I hereby decline to give consent for the school district to invite the community agencies listed above.	
<input type="checkbox"/> No response to requests to obtain consent.	
* Must be signed	
Parent/ Guardian /Student	Date

[Consent and Inviting Participating Agencies Video](#)



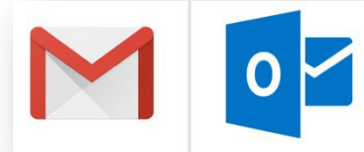
Q3. Is there *documentation* that, if appropriate, a representative of any participating agency (that is likely to be responsible for providing or paying for transition services) was invited prior to the IEP Team meeting?

Guiding Questions

- Upon receiving consent by the parent/guardian/student who has reached the age of majority, how did you notify the agency of their invitation to attend an IEPT meeting?

Quality Transition IEP

- Documentation on the Invitation to Attend the Individualized Education Program Team Meeting contains the name of the outside agency personnel invited to the IEP team meeting.
- Proof of how the document was delivered is uploaded into PSSP as an attachment.



Keep in Mind

Google invite, outlook invite can suffice, invitation must be dated and sent out prior to IEP date.

Compliant

- Documentation of an invitation to an outside agency that is likely to provide or pay for transition services was sent prior to the IEP team meeting.

Non-compliant Transition IEP

- Consent was provided, however, there is no documentation of an invitation or mode of delivery of the invitation to the outside agency.
- Text, or verbal invitation, i.e., a conversation, phone call or text is not compliant.

Community Agency Involvement
Was there a need to invite a community agency representative likely to provide current or future services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If Yes , did agency representative attend? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Consent Signature Date: 8/31/2021
Additional comments regarding community agency involvement:
*If agency does not show, just indicate as following: MRS was invited, but did not attend

[Consent and Inviting Participating Agencies Video](#)

Community Agency Involvement
Was there a need to invite a community agency representative likely to provide current or future services? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If Yes , did agency representative attend? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Consent Signature Date: n/a
Additional comments regarding community agency involvement:
*If agency is not needed indicate as following: Agency is not needed at this time.

Keep in Mind

Districts **MUST** indicate and upload proof of how the outside agency was invited to an IEPT meeting upon receiving consent from parent/guardian/student who has reached age of majority consent.



Q4. Is there documentation that postsecondary goals were based on age-appropriate assessment(s)?

Guiding Questions

- Is the transition assessment(s) data source named (a student or parent interview alone is not sufficient)?
- Did the student/parent/guardian complete a transition assessment(s) that addresses the postsecondary goal areas of employment, education, training and independent living where appropriate?
- Does the transition assessment summary include input from the student and parent(s)/guardian?
- Have you documented the name(s) of the assessment(s)?
- Was the assessment(s) administered and dated prior to the IEPT meeting date?
- Is the assessment(s) updated annually?
- Is the assessment(s) age-appropriate?
- Have you summarized the assessment results, including information about the student's strengths, preferences, interests, and needs?

The screenshot shows the Washtenaw ISD website. The top navigation bar includes links for Home, Families, Staff, Employment, and Quicklinks. Below this is a secondary navigation bar with links for Schools & Programs, Services, Collaborations, and About. The main content area is titled 'ASSESSMENT LIBRARY AND ELECTRONIC FORMS/MATERIALS'. On the left, there is a sidebar with a list of services, including Administrative Departments, Adult Education, Career and Technical, Early Childhood, Instruction, Other Services, Professional Development, Special Education Services, Assistive Technology, Health Services, Teacher Consultants, Transition Services, Library/Forms/Materials, Transition Tips, Transition Agencies and Community Supports, Upcoming Events, and Visual Impairment. The main content area on the right is titled 'DESTINY LIBRARY-TRANSITION RESOURCE FORMS AND TRANSITION LIBRARY'. It contains a description of the library and links to 'REGISTER FOR AN ACCOUNT' and 'FINDING RESOURCE MATERIALS'. Below these links is a section titled 'ELECTRONIC TRANSITION FORMS/MATERIALS' which includes a search bar and a list of resources such as 'AIR Self Determination Assessment', 'Assessments/Inventories/Surveys', 'I Am Determined! Understanding and Preparing for My IEP', and 'Indiana University Transition Assessment Matrix'.

**For a variety of transition assessments, visit the [WISD Transition Assessment Library online](#) or Appendix 2 for a link.*

Quality Transition IEP

- At least 1 or more age-appropriate assessment(s) given to address postsecondary employment, education, training and independent living.
- The transition assessment must include the name of the assessment, the date given that is prior to IEP date and a summary of the results.
- Transition assessment summary should address individualized student needs, strengths, interests and preferences that match the student's postsecondary "Student will" goal/vision statements.
- Transition assessments should tell a rich "story" about the student that leads to the development of measurable post-secondary goals, course of study, transition services, annual IEP goals that align with the post-secondary goals, and agency linkages.



Q4. Is there documentation that postsecondary goals were based on age-appropriate assessment(s)?

Compliant

- Transition assessment(s) data source was named.
- Transition assessment(s) must be dated and completed prior to the IEP.
- The assessment given is individualized and based on the student's needs, career interests and/or current postsecondary goals.
- All assessments are available for review in either the student records or school files.
- Results of the assessments demonstrate a clear connection to measurable postsecondary goals, transition services, course of study, and annual goals.
- Results are documented in the PLAAFP in the IEP along with the name of the assessment used and the date the assessment was given or reviewed.

Secondary Transition Considerations		
Transition Assessments Completed:		Date of Most Recent Assessment: *Date prior to IEP
Assessments	Student/Parent Input	School Observation Data
*List name of assessment i.e. TAGG	<ul style="list-style-type: none">- Parent call completed date- Parent Survey completed Date	Results from surveys, interviews, assessments.
Date of Educational Development Plan (EDP):		

Non-compliant Transition IEP

- The transition IEP does not include an assessment that addresses postsecondary employment, education, training, and/or independent living.
- The transition IEP does not list the date the assessment was given or the assessment date was on the same day as the IEP or the assessment date was longer than one year of the current IEP.
- The transition IEP lists the dates of an assessment but does not include the name of the assessment.



Q5. Does the IEP include appropriate measurable postsecondary goals in the areas of training, education, employment and where appropriate, independent living?

Guiding Questions

- Is the postsecondary goal measurable containing “Student will” or “Student is going to” statements?
- Does the goal occur after the student graduates/transitions from K-12 and young adult programs if applicable?
- Is the goal based on the student’s strengths, preferences, interests, and needs?
- Does the postsecondary goal statement align with the information acquired through the age-appropriate transition assessment results?
- Is there a goal written for training, education, employment and independent living?

Quality / Compliant Transition IEP

- The postsecondary goal must be written in terms of what will occur **after** the student completes K-12 and young adult programs if applicable.
- There are transition services/activities identified for each postsecondary goal.

Quality-Examples

- Joe will work full-time at a garage as a mechanic. (*employment*)
- Sally will complete her degree and work full-time in the nursing field. (*education*)
- Tim will obtain on-the-job training from his employer with supports from his supported- employment provider. (*employment*)
- John will enroll in college. (*education*)
- Bill will receive on-the-job training. (*training*)
- Sara will live independently with support. (*independent living*)

Student’s Post-Secondary Vision and Transition Activities

Career/Employment: As an adult, what kind of work will you do?
Jane Doe will be a teacher.

Post-Secondary Education/Training: After leaving school, what additional education and training will you do?
Jane Doe will attend college to obtain a degree in education.

Adult Living: As an adult, what kind of living arrangements will you have?
Jane Doe will live in an apartment.

Non-Compliant Examples

- Amanda will possibly work part-time with supports.
- Jasmine is considering college.
- Susan will maybe go to a trade school or Washtenaw Community College.
- Sam will attend Washtenaw Intermediate School District Young Adult Program next school year.
- Amy does not know what she wants to be when she graduates from school.



Q6. Are the postsecondary goals updated annually?

Guiding Questions

- Is there evidence that the IEP team discussed/updated the student's post-secondary goals for education, training, employment and independent living skills where appropriate were reviewed and updated annually?
 - Is this current IEP a timely IEP?
-

Quality Transition IEP

- If the previous year's post-secondary goals have not changed, review goals annually and adjust accordingly
 - Although not required, a goal for independent living skills should be considered for all students.
-

Compliant

- Post-secondary goals must be updated annually.
 - The current IEP must be timely.
 - The post-secondary goals must address education, training, employment and independent living where appropriate after K-12 or young adult program if applicable.
-

Non-Compliant Transition IEP

- There is no documentation that post-secondary goals were reviewed and updated on an annual basis.
- IEP is not current or updated annually.



Q7. Does the IEP include transition services that will reasonably enable the student to meet his or her postsecondary goals?

Guiding Questions

- Are services and activities aligned with postsecondary employment, education/training, and independent living goals?
- Do the services/activities help the student identify, move toward, or refine their postsecondary goals?
- Does the school share responsibility for provision and implementation of services and activities?

Quality Transition IEP-Examples

- Enroll in SAT prep class and complete SAT.
- Enroll in Personal Finance class.
- Interview military branch officers
- Use self-advocacy skills to contact disability services at desired college.
- Volunteer at Habitat for Humanity to gain experience working in a social service environment.
- With support from pre-ETS job coach, Joe will practice the work ethic, responsibility, and social skills he learned in his career orientation class during his work experiences in the community.

Compliant-Examples

- Attend college night.
- Attend transition fair/career fair.
- Visit colleges.
- Participate in job shadowing.
- Learn to use public transportation to and from a job site.
- Learn and practice banking skills.
- Learn about local providers that support employment, education, and training through attending a transition fair/career fair.

Non-Compliant Transition IEP

- There are no documented transition services for identified areas of need.

Keep in Mind

Transition services is the “action plan” or “steps” that help the student reach his or her postsecondary goals.

When developing transition services, consider the need for intentional instruction in a variety of areas, such as social skills and networking supports.

Keep in Mind...

Transition services and activities must occur within the effective dates of the IEP.

Students and families cannot be responsible for all services and activities.

You must include an explanation of the service.



Q8. Does the IEP include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

Guiding Questions

- Does the IEP include a course of study that includes current courses that align with the student's post-secondary goals?
- Is the student working towards a Certificate of Completion or Michigan Merit Curriculum?
- Does the student have a Personal Curriculum and are the courses listed on file with the district?

Quality Transition IEP

- The IEP identifies the specific diploma type. Listing specific courses/electives that assist the student in being prepared upon graduation to achieve the postsecondary goals.
- The IEP team considers the entry requirements of postsecondary educational programs, training or employment to ensure the student is on track to meeting the entry-level requirements.

Compliant

- The IEP addresses the course the student needs to take to reach his or her post-school goals.
- The course of study is a multi-year description of coursework from the student's current year to their anticipated exit year.
- Courses of study outline the academic requirements the student needs to complete in order to accomplish his or her postsecondary goals.

Non-Compliant Transition IEP

- No documented course of study.
- The documented courses of study do not enable the student to achieve his or her postsecondary goals.

Course of Study
Describe how the student's course of study aligns with the postsecondary vision: *John Doe is taking courses that aligns w/ the MMC, his goal is to be a math teacher, currently he is taking Algebra 1.
Check Only One: <input type="checkbox"/> Michigan Merit Curriculum leading to a high school diploma. <input type="checkbox"/> Course of Study leading to Certificate of Completion
Is expected to graduate with a Regular Diploma during this IEP year? <input type="checkbox"/> Yes <input type="checkbox"/> No
Will complete age eligibility for Special Education services? <input type="checkbox"/> Yes <input type="checkbox"/> No
Anticipated graduation or completion date:



Q9. Are there annual IEP goals related to the student's transition service's needs?

Guiding Questions

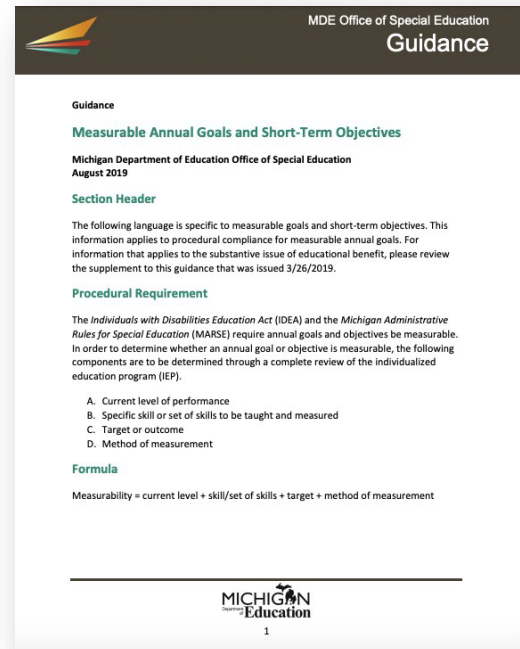
- Have you written a measurable annual goal that supports each postsecondary goal statement (*Employment, Education/Training, and Independent Living if needed*)?
- Are the annual goals skill-based and supported by baseline data found in present levels of performance (PLAAFP)?
- Do the annual IEP goals address a need based on disability?

Quality Transition IEP and Examples

- Formula for writing an annual goal: current level(s) + skill + target + method of measurement. This information can be found in the goal itself or in other areas throughout the IEP.
- Each of the transition services need has a corresponding annual goal that supports the student's movement to meeting his or her postsecondary goals.
- Students should assist with developing and measuring progress toward their annual goals.

Quality-Examples

- By October 2023, using an essay graphic organizer, Chris will develop a multi-paragraph essay, including an introduction with a thesis statement, three supporting paragraphs, and a conclusion, on three out of four essays.
- By October 2023, while on the job site, Juan will use a visual task list to stay on task (during a 45-minute period), with only one verbal prompt.
- By October 2023, when given a two-step word problem from his Algebra text, Alex will decode the steps required to complete and solve the problem, increasing his accuracy from 65% to 80% as measured by class work and tests.



See appendix 4 for MDE's guidance on writing measurable annual goals and short-term objectives.



Q9. Are there annual IEP goals related to the student's transition service's needs? *continued*

Compliant-Examples

- At least one annual goal must support the student's transition service needs.
- By October 2023, when shown a lighted object, Henry will make eye or head movement toward the object on two out of five trials.
- By October 2023, given a grade level reading passage and instruction on a variety of comprehension strategies, Brady will correctly answer four out of five comprehension questions.

Non-compliant – Examples

- By June 2023, Tom will pass his class with a C or better.
- By October 2023, Scott will identify four career areas he is interested in exploring.

Keep in Mind...

Annual IEP goals must be related to the Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Address the skills the student needs in order to make educational/behavior progress

The baseline information and target of performance must align

Well-Written Annual Goal Components

Given What: Describes **the conditions** that will need to be in place for the goal (or benchmark) to be completed.

Who: The student

Does What: Describes **observable behavior** (specific action or target behavior) that the student will do to complete the goal (or benchmark).

Criteria for Mastery: Describes the **performance accuracy** expected during the life of the IEP.

The image shows a template for writing annual IEP goals. It features the Washtenaw ISD logo at the top, followed by the title 'Annual IEP Goal Writing Template'. Below the title are six numbered sections, each with a checkbox and a line for input:

- ☐ Currently, (the student's name) is at (provide student's current level of functioning)
- ☐ By (date timeline for completion)
- ☐ The student will (demonstrate measurable/observable target skill)
- ☐ When/at (detailed condition that needs to be present/specific criteria that indicates the degree or level to which the will perform)
- ☐ On assessment, (identify how the progress will be monitored, measured and documented)
- ☐ Which will occur (provide the schedule when the evaluation will occur)

At the bottom, there is a note: 'Note: Objectives are written to scaffold the IEP goal and there should be no dates in them.' and the date 'March 2019'.

See appendix 5 for WISD's Annual IEP Goal Writing Template.



Appendix 1

Form for Prior Consent to Invite an Outside Agency

CONSENT TO INVITE COMMUNITY AGENCIES TO AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM MEETING	
STUDENT INFORMATION	
Student:	Date Sent/Given to Parent/Guardian:
Birthdate:	Resident District:
Age: -	Student Primary Language:
Grade:	Language Spoken in the Home:
PURPOSE	
Dear , , , , ,	
As appropriate, the school district is required to invite representative from any community agencies that are likely to provide or pay for transition services. Below is a list of community agencies that the school district would like to invite to the IEP Team meeting to be held on or before:	
Agency representatives bring important information and resources to the IEP Team meeting. If for any reason you have questions regarding this request, please contact us as soon as possible. Should you choose not to respond to this request, the school district will not send an invitation to these agencies.	
ADDITIONAL INFORMATION	
<ul style="list-style-type: none">The Individuals with Disabilities Act (IDEA) specifies that by the time a student reaches age 16, the school district must invite community agencies to the IEP Team meeting if they are likely to provide or pay for transition services.The school district must seek your consent and is responsible for inviting agency representatives.Agency representatives are not required to attend the IEP Team meeting.You may directly invite any agency (including those not on the list below) that you feel would be appropriate to attend the IEP Team meeting.	
COMMUNITY AGENCIES	
We are requesting your permission to invite the listed community agencies. Please indicate your consent to invite by signing in the space provided below.	
Name of Community Agency(ies):	
CONSENT TO INVITE	
<input type="checkbox"/> I hereby give consent to the school district to invite the community agencies listed above.	
<input type="checkbox"/> I hereby decline to give consent for the school district to invite the community agencies listed above.	
<input type="checkbox"/> No response to requests to obtain consent.	
Parent/Guardian/Student _____	Date _____



Appendix 2

Transition Assessments

[Assessment Library and Electronic Forms/Materials](#)



Appendix 3

Examples of Transition Services/Activities



Transition Services/Activities

The term “**transition services**” means a coordinated set of activities for a student with a disability.

Transition IEPs should list several transition services/activities that will help guide youth and assist them in achieving their measurable post-secondary goals.

In today’s “Tuesday Tip” I have provided examples of transition services/activities along with a few ways they can be applied to a student’s post-secondary goal.

Ex.) PSG: Jane Doe will go to a community college for additional education and training.

Type of Activity	Explanation of activity/service	Responsible Agency/Persons	Expected Completion Date
Instruction	Research college scholarships, grants, loans	Jane Doe, case manager, family, counselor	12/10/2018
Community Experiences	Tour colleges and attend a college night	Jane Doe, case manager, family	2/28/2019

Examples of Activities for Instruction

1. Take specific classes or career pathway sequence at the Career Center
2. Learn and practice social skills
3. Learn and practice self-determination skills
4. Learn and practice self-advocacy
5. Learn and practice employability skills
6. Enroll in SAT prep courses
7. Take internship/apprenticeship program
8. Learn budgeting/money management skills
9. Practice negotiation skills for job raises, car purchases, job hiring, etc.
10. Access tutoring services in school or private agency
11. Participate in counseling
12. Participate in anger management counseling sessions
13. Enroll in adult role and responsibilities course
14. Enroll in personal finance course
15. Enroll in career orientation course
16. Learn and demonstrate time management skills
17. Learn and demonstrate study skills
18. Participate in transportation training (e.g., bus training, rural transit, taxi)
19. Participate in Drivers Education training



Appendix 4:
MDE Guidance on Writing
Measurable Annual IEP
Goals and Objectives



Guidance

Measurable Annual Goals and Short-Term Objectives

Michigan Department of Education Office of Special Education
August 2019

Section Header

The following language is specific to measurable goals and short-term objectives. This information applies to procedural compliance for measurable annual goals. For information that applies to the substantive issue of educational benefit, please review the supplement to this guidance that was issued 3/26/2019.

Procedural Requirement

The *Individuals with Disabilities Education Act* (IDEA) and the *Michigan Administrative Rules for Special Education* (MARSE) require annual goals and objectives be measurable. In order to determine whether an annual goal or objective is measurable, the following components are to be determined through a complete review of the individualized education program (IEP).

- A. Current level of performance
- B. Specific skill or set of skills to be taught and measured
- C. Target or outcome
- D. Method of measurement

Formula

Measurability = current level + skill/set of skills + target + method of measurement



Description

- A. Current level of performance—The current level of performance is the student's starting point for academic or functional performance. This may include descriptive and/or quantifiable information.
- B. Specific skill or set of skills to be taught and measured. The skill or set of skills is the expected academic or functional performance to be taught to produce a measurable outcome.
 - Note: When identifying a "set of skills" to be taught and measured, short-term objectives which identify the specific subskills to be taught must be included.
 - Specific subskills for reading comprehension may include identifying the main idea, drawing conclusions, inferences, etc.;
 - Specific subskills for "work readiness skills" may include accepting directions from a boss, prioritizing work assignments, following a schedule.
- C. Target or outcome—The target or outcome is the level of achievement or mastery expected for the specific skill or set of skills being taught and measured.
- D. Method of measurement—The method of measurement is a description of how the student's progress toward meeting the goal or objective is to be determined.

This required information can be found in the goal itself or in other areas throughout the IEP.

Note: Measurable annual goals on an IEP for a transition-aged student must meet all the above compliance requirements and, in addition, must relate to the student's transition services needs.



Appendix 5:

WISD Annual IEP Goal Writing Template



Annual IEP Goal Writing Template

☐ Currently, (the student's name) is at (provide student's current level of functioning)

☐ By (date timeline for completion)

☐ The student will (demonstrate measurable/observable target skill)

☐ When/at (detailed condition that needs to be present/specific criteria that indicates the degree or level to which the will perform)

☐ On assessment, (identify how the progress will be monitored, measured and documented)

☐ Which will occur (provide the schedule when the evaluation will occur)

Note: Objectives are written to scaffold the IEP goal and there should be no dates in them.



Appendix 6:

Transition Agencies and Community Supports