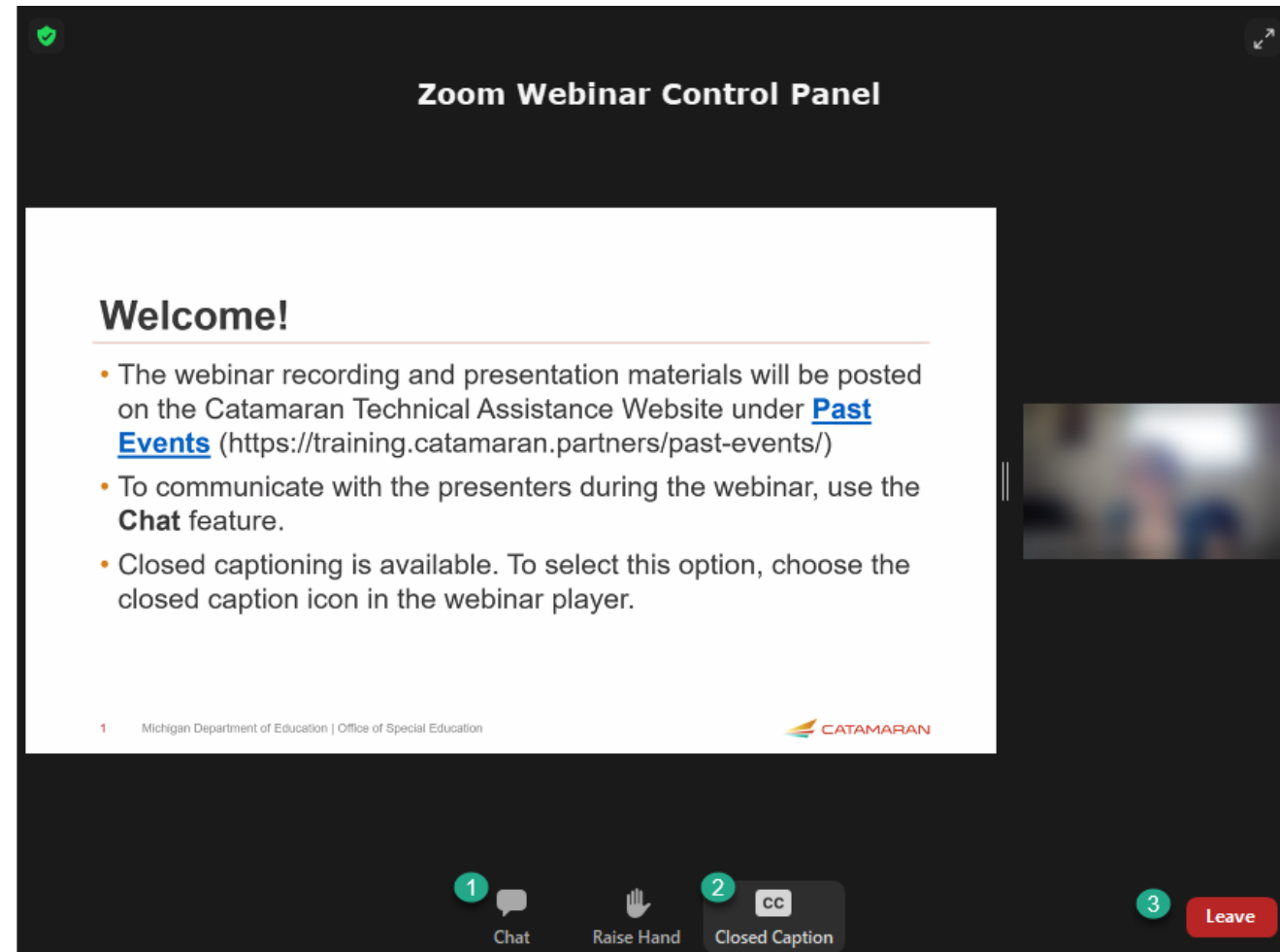


Welcome!

- The **B-13 Interrater Reliability Training** will begin in a few moments.
- The webinar recording and presentation materials will be posted on the Catamaran Technical Assistance Website under **Past Events** (<https://training.catamaran.partners/past-events/>).
- To communicate with the presenters during the webinar, use the **Chat** feature.
- Closed captioning is available for this webinar. To select this option, choose the closed caption icon in the Zoom webinar player.

Zoom Webinar Control Panel

- Mouse or tab down to the bottom of the webinar screen for the Zoom Webinar Control Panel to become visible.
- Features available are:
 1. **Chat** – select to communicate with presenters.
 2. **Closed Captioning (CC)** – select the **CC** icon to turn on captions and then select **Show Subtitles**.
 3. **Leave** – select to exit the webinar.



Indicator B-13 Checklist - Interrater Reliability Training

February 24, 2022

Michigan Department of Education Office of Special Education



Today's Outcomes

- Develop a better understanding of compliance to apply when reviewing individualized education programs (IEPs) for Indicator B-13 data collection.
- Improve consistency among reviewers using the Indicator B-13 checklist.

Why Interrater Reliability Matters

- Consistency
- Methods for improving interrater reliability for Indicator B-13:
 - Training
 - Written Manual
 - 5th IEP Upload
- Inconsistency may result in **sanctions** at the intermediate school district (ISD) level.

Indicator B-13 Manual & Checklist

B-13 Checklist Content



B-13 Compliance Checklist Guide at a Glance

The intent of the *B-13 Compliance Checklist Guide at a Glance* is to provide the reviewer with quick access to verify an item is compliant. More comprehensive guidance for determining compliance on the B-13 Checklist can be found in the [SPP B-13 Manual \(2020-2021\)](https://training.catamaran.partners/b-13-secondary-transition) located on the Catamaran Training Website (<https://training.catamaran.partners/b-13-secondary-transition>).

9 questions covering

- Invitation processes:
 - Student
 - Agency
- IEP development:
 - Assessment
 - Postsecondary goals
 - Transition Services
 - Annual goal

Federal Reporting Compliance		
Item #	Question	What to accept
1	Was the student invited to the IEP Team meeting where transition services were discussed? §300.321(b)	Invitation, email, log of verbal invitation, sign in on IEP, or evidence of participation in IEP if no sign in sheet
2	Was there prior written consent of the parent or student, who has reached the age of majority, to invite an agency? §§300.9; 300.321(b)(3)	The date of written consent must not be after the date of the invitation. Consent is always in writing and must include the signature from the person granting consent.
3	Was a representative of any participating agency likely to be responsible for providing or paying for transition services invited prior to the IEP Team meeting? §300.321(b)(3)	Invitation to agency with prior consent; invitation with agency listed as participating in the meeting; check date of written consent to ensure it is prior to the date the invitation was sent
4	Were the postsecondary goals based on age appropriate transition assessment? §300.320(b)(1)	Listed transition assessment(s) or description of assessment process (e.g., Discovery, Positive Personal Profile)
5	Did the IEP include a measurable postsecondary goal? §300.320(b)(1)	Must be an outcome after completing school. The use of the word "will" is not required.
6	Were the postsecondary goals updated annually? §300.320(b)	Current IEP date
7	Did the IEP include transition services to reasonably enable the student to meet his or her postsecondary goals? §§300.43;300.320(b)(2)	At least one transition service is listed.
8	Did the IEP include courses of study to reasonably enable the student to meet his or her postsecondary goals? §300.320(b)(2)	MMC or Certificate of Completion is included
9	Were there annual IEP goals related to the student's transition services needs? (Measurement table for APR reporting)	An annual goal is listed and relates to the transition services needs/postsecondary goal

B-13 Manual

- Addresses each of the checklist questions
- Best Practice vs Compliance
- The manual is posted to the Catamaran Technical Assistance Website <https://training.catamaran.partners/>

Question 1

Was the student invited to the IEP Team meeting where transition services were discussed?

☐ Yes

☐ No

Question 1 Compliance

- ✓ Documentation the student was invited **prior** to the IEP Team meeting:
 - note of verbal invite
 - phone log
 - written invitation
- ✓ Documentation that an invitation to the IEP Team meeting was addressed specifically to the student or co-addressed with parent.
- ✓ Student is signed in as a participant of the IEP Team or, when there is no sign-in, evidence of participation in the IEP Team meeting.

Question 1 Compliance - example 1

INVITATION TO ATTEND INDIVIDUALIZED EDUCATIONAL PLANNING TEAM MEETING

Date: 04-29-2020

Dear Michael

An Individual Education Planning Team meeting has been scheduled regarding Michael for the purpose of:

- ☐ To determine or redetermine eligibility for special education programs or services and, if appropriate, to develop an individualized education program (IEP). That is to develop an Initial or Reevaluation IEP.
- ☐ Initial ☐ Reevaluation of Eligibility
- ☒ To review and/or revise the individualized education plan (IEP)
- ☐ To transfer the individualized education plan (IEP)
- ☐ To consider the need for a program change/level change
- ☒ To develop and/or review the individual transition plan (ITP)
- ☐ To discuss an evaluation plan
- ☐ To discuss disciplinary action that may result in a change of placement

Question 1 Compliance – examples 2-3

Transition Plan

Were the following persons or representatives invited to the Transition IEP Team Meeting?

Other agency representatives ☐ Yes ☒ No. If no, Explain An agency representative was not needed at this time. One may be invited in the future if needed.

The student ☒ Yes ☐ No. If no, Explain

If the student did not attend the IEP, describe the steps that were taken to ensure the consideration of the student's preferences and goals:

The caseload provider met with John Doe to discuss the ESTR-J and all parts of the IEP. John Doe's preferences and concerns were considered when writing this IEP.

INVITATION & CONTACTS					
Name	Relationship	Method of Contact	Contacted By	Date	Result
John Doe	Self	Call Out	Jane Doe	10/13/2020	Student (age 18) contacted - will attend meeting
John Doe	Self	Letter	Jane Doe	10/13/2020	Student (age 18) contacted - will attend meeting

Question 1 Noncompliance

No evidence the student was invited to the IEP Team meeting:

- No written invitation
- No contact log
- No sign in
- No evidence of participation

Question 1 You be the judge

- Invitation was addressed to the parent.
- Participant list on the invitation has the box checked for Student.
- IEP has no additional student input.

Question 2

Was there prior consent of the parent or student, who has reached the age of majority, to invite an agency?

- ☐ Yes
- ☐ No
- ☐ N/A



Question 2 Compliance example

We are requesting your permission to invite the listed community agencies. Please write your initials next to each individual agency, indicating your consent to invite and sign in the space provided below.

Initials	Name of Community Agency
<u>X</u>	Michigan Rehabilitation Services
<u> </u>	
<u> </u>	
<u> </u>	
<u> </u>	

CONSENT TO INVITE

I hereby authorize the school district to invite the community agencies I have initialed above. I understand that this authorization will expire one year from the date of my signature unless otherwise specified and that this authorization may be withdrawn by me at any time without prejudice.

Signature of Conser

Jane Doe

Date:

10/1/20

INVITATION TO ATTEND INDIVIDUALIZED EDUCATIONAL PLANNING TEAM MEETING

Date: 10-07-2020

Dear MRS

An Individual Education Planning Team meeting has been scheduled regarding Martin
for the purpose of:

Acceptable Forms of Written Consent

- Documentation:
 - Hard copy consent form
 - Electronic consent form provided through signature applications such as DocuSign, HelloSign, Adobe Sign
 - Consent form emailed which is printed out
- Parent, or student who has reached the age of majority, signs, dates, and returns the form.

Question 2 Noncompliance

- No documentation the Local Education Agency (LEA) determined there was no need to invite an outside agency.
- When an agency was likely to pay or provide transition services, written consent was not sought or received from the parent, or student who has reached the age of majority, before inviting an agency.
- Parent, or student who has reached the age of majority, agreed verbally but didn't sign/return the consent, and the agency was invited.

Question 2 You be the judge

Name of Community Agency(ies):

MRS

CONSENT TO INVITE

- ☒ I hereby give consent to the school district to invite the community agencies listed above.
☐ I hereby decline to give consent for the school district to invite the community agencies listed above.
☐ No response to requests to obtain consent.

Parent/Guardian/Student

Mother

1/13/21

Date 01/07/2021

CONTACT AND SIGNATURES

You are invited to attend a meeting for this meeting are as follows:

Roberto including IEP team members indicated below. The details of

Date: 01/13/2021

Time: 2:00 pm

Day: Wednesday

Place: Zoom

INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM REPORT

Date of IEP

Team Meeting: 01/13/2021

Student Name: Roberto

Student Address: 5140 Maple Creek

Date of IEP

Offer of FAPE: 01/13/2021

Home Phone: [REDACTED]

Date of Most Recent

Evaluation IEP: 02/05/2019

Scenario: Teacher has determined the student will be eligible for services from MRS. On 1/7/21 teacher sends form and calls parent to discuss inviting the agency. The parent agrees to this on the phone. Teacher invites agency to the IEP Team meeting. Parent signs consent at the meeting.

Question 3

Was a representative of any participating agency likely to be responsible for providing or paying for transition services invited prior to the IEP Team meeting?

- ☐ Yes
- ☐ No
- ☐ N/A

Question 3 Compliance

Compliance

The meeting invitation must indicate the time, purpose, and location of the meeting and be sent prior to the IEP Team meeting.

- Paper invitation addressed to agency and student/parent.
- Paper invitation addressed to the student/parent with agency listed as potential attendee.
- Copy of a dated email invitation.
- Written log of a verbal invitation.

Noncompliance

- No documentation that, if an agency likely to pay or provide transition services was invited to the IEP by the LEA, written consent was provided by the parent, or student who has reached the age of majority.
- No documentation the LEA determined there was no need to invite an outside agency.
- No invitation to the agency

<https://training.catamaran.partners/wp-content/uploads/2018/02/Inviting-participating-agencies-clarification-Feb.-2018.pdf>

Put these activities in a compliant order

1. The district invites an agency which is likely to be responsible for providing or paying for transition services.
2. The district obtains written consent to invite an agency to an IEP Team meeting.
3. The district determines there is an agency likely to be responsible for providing or paying for transition services.
4. The district convenes an IEP Team meeting.

The activities in a compliant order

3. The district determines there is an agency likely to be responsible for providing or paying for transition services.
2. The district obtains written consent to invite an agency to an IEP Team meeting.
1. The district invites an agency which is likely to be responsible for providing or paying for transition services.
4. The district convenes an IEP Team meeting.

Knowledge Check

1. Consent must always be in writing and include a date.
2. The agency may be invited before written consent is obtained if the parent agreed by phone.
3. If the student is given a written invitation to the IEP Team meeting, the invitation must be addressed to the student.
4. Electronic signature applications are acceptable forms of written consent.
5. It is acceptable to obtain written consent to invite an outside agency the same day as the IEP meeting if the parent agrees.

Question 4

Were the postsecondary goals based on age-appropriate transition assessment(s)?

☐ Yes

☐ No

Question 4 Compliance

Compliance

- There is evidence of **age-appropriate transition assessment results.**

Noncompliance

- No documentation of transition assessment information/data which were used to develop the postsecondary goals.

IEP based compliant examples

ASSESSMENTS

Transition Assessments Completed:

ESTR-J was administered in May 2021 with the results being the following:

Employment: 9/13 or 70%

Recreation & Leisure: 4/4 or 100%

Home Living: 13/15 or 87%

Community Participation: 13/15 or 87%

Post Secondary Education: 13/15 or 87%

Total: 33/47 or 70%

Preferences/Interests

Based on the STAT-R (10/13/2020), after graduating from high school Ann will attend the transition academy to learn the necessary skills needed for working in the entertainment field. STAT-R: Post-secondary education training: 75%

Data Sources Used

☒ Educational Development Plan (EDP) If EDP, select the Career Pathway:

Manufacturing

☒ Transition Assessment(s) (specify):

ESTR-J Revised

Question 5

Did the IEP include a measurable postsecondary goal?

☐ Yes

☐ No

Question 5 Compliance

Compliance

- There is at least one measurable postsecondary goal in an area of training, education, employment or, where appropriate, independent living that will be achieved after the student exits the public school system.

Noncompliance

- There is no measurable goal in at least one of the areas of training, education, employment or, where appropriate independent living.

Postsecondary Goals

- Measurable = Countable/Observable
- Identifies an outcome
- At least one measurable postsecondary goal in any area of:
 - Education
 - Training
 - Employment
 - Independent Living

Examples of Postsecondary Goals

Goal(s)

Zach will attend college.

Goal(s)

Upon completion of school Lucas will obtain part-time employment in the restaurant industry supports from a local agency.

Goal(s)

Upon the completion of school services, Ann will continue to reside with family and/or a group of friends and will participate in various activities within the community.

Question 5 You be the judge

- Goal: Based on the Unique Learning System (ULS) Transition Assessment, Joan will participate in a program that offers social and employability job training with adult support upon completion of school services.

Question 6

Were the postsecondary goals updated annually? (If a student enrolled with an out-of-date IEP but the district held an IEP within 30 school days of enrollment, then mark “Yes”)

☐ Yes

☐ No

Question 6 Follow-up

Is a current IEP in place for this student?

☐ Yes

☐ No

Question 7

Did the IEP include transition services to reasonably enable the student to meet his or her postsecondary goals?

☐ Yes

☐ No

Intent of Transition Services

- Relate to and support the attainment of the student's measurable postsecondary goal.
- Based on the student's areas of need.
- Coordinated set of activities that align with the postsecondary goal.

Question 7 Compliance

Compliance

Documentation of transition services including:

- instruction
- related services
- community experience
- development of employment and other post-school adult living objectives
- acquisition of daily living skills and functional vocational evaluation
- courses of study

That will enable the student to meet his or her postsecondary goals.

Noncompliance

- There are no documented transition services.

Examples of transition services

Instruction

- Check grades on power school/Edgenuity
- Further Educ - Access tutoring services in school or through a private agency
- Further Educ - Learn about comm. agencies who provide support services to disabled

Community Experiences

Development of Employment

- Empl - Meet with adult workers in chosen career field

Activity

Joan will participate in a functional skills curriculum leading to a certificate of completion and is eligible for services until age 26.

Question 8

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

☐ Yes

☐ No

Question 8 Compliance

Compliance

The documented courses of study enable the student to achieve his or her postsecondary goals:

- Michigan Merit Curriculum
- Certificate of Completion

If they are not aligned, then there are transition services to align the two items.

Noncompliance

- No courses of study documented.
- The documented courses of study do not enable the student to achieve his or her postsecondary goals and there are no services to align the two items.

Question 9

Were there annual IEP goals related to the student's transition services needs?

☐ Yes

☐ No

Question 9 Compliance

Compliance

- Documentation of an annual IEP goal that supports the student's transition services needs listed in the IEP.

Noncompliance

- No documentation of an annual goal in the IEP related to the student's transition services needs.

Annual Goal - example 1

The transition domain related to the above stated goal is: Education/Training

Starting Point for Instruction			
Given ...	The student currently ...	Performance Level ...	As measured by...
Given notes and a calculator,	Ann can currently solve multi-step equations	1 out of 5 times	on a teacher-created assessment.

Annual Goal			
Given ...	The student will ...	Target or Performance Criteria ...	As measured by...
By October 2021, given notes and a calculator,	Ann will be able to solve multi-step equations	4 out of 5 times	on a teacher-created assessment.

Annual Goal – Example 2

Annual goal: Amy will increase her functional spelling skills by learning to spell 50 more sight words with 100% accuracy as measured by weekly spelling test of three to five words by November 2021. As measured by weekly spelling tests.

Question 9 – You be the judge

Annual Goal: According to the ULS benchmark assessment, the student will identify 16 of 18 coins/bills and their values by Dec. 2021 according to documented teacher observation. (can identify 11.5 of 18 is written elsewhere in the IEP)

Questions?



Culminating Activity

- Review the file and complete the survey.

Contact Us

Office of Special Education

- Chantel Mozden mozdenc@michigan.gov
- Shawan Dortch dortchs@michigan.gov
- Tori Ranusch ranuscht1@michigan.gov
- Charles Thomas thomasc29@michigan.gov
- Jeanne Anderson Tippet andersontippetj@michigan.gov

Need Assistance?

Questions?

Need Information?

OSE Information Desk

888-320-8384

M-F 9:00 am-4:00 pm

mde-ose@michigan.gov

Teacher<teacher@schools.org>

Community Agency Invitation

2 messages

Teacher<teacher@schools.org> To:
Person@michigan.gov

Wed, Oct 9, 2019 at 8:51 AM

Good Morning, Person~

Another person shared that you would be covering her 'emergency situations', but this email is simply an invitation to attend an IEP at High School on Friday, October 18 at 11:00 in the Main Office Conference Room. I am attaching the signed consent to invite a community agency. My student is a senior.

Have a great day!

Teacher

--

Teacher Consultant
High School



(Community Agency).pdf 47K

MRS Person (DHHS) <Person@michigan.gov>
To: Teacher <Teacher@schools.org>

Wed, Oct 9, 2019 at 10:45 AM

Hi Teacher,

I am at a conference that day so I will be unable to attend.

Thanks,
Person

Sent from my iPhone
[Quoted text hidden]

CONSENT TO INVITE COMMUNITY AGENCIES TO AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM MEETING

STUDENT INFORMATION

Student:

Date Sent/Given to Parent/Guardian: 09/29/2019

Birthdate: 1001

Resident District:

Age: 17-9

Student Primary Language: English

Grade: Twelfth grade

Language Spoken in the Home: English

PURPOSE

Dear Dad, Mom, and Student

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: 10/23/2019

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

- 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):

Contact:

Michigan Rehabilitation Services

Named Specific Rehab Counselor

, MI

www.michigan.gov

e-mail: @michigan.gov

CONSENT TO INVITE

- ☒ I hereby give consent to the school district to invite the community agencies listed above.
- ☐ I hereby decline to give consent for the school district to invite the community agencies listed above.
- ☐ No response to requests to obtain consent.

Parent/Guardian/Student

Date

10/1/19

CONTACT AND SIGNATURES

If you have questions regarding any of this information, please do not hesitate to contact me. I look forward to

INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM REPORT

Date of IEP Team Meeting: 10/18/2019	Date of IEP Offer of FAPE: 10/18/2019	Date of Most Recent Evaluation IEP: 10/23/2018
Student Name: [REDACTED]	Home Phone: [REDACTED]	
Student's Address: [REDACTED]	State: Michigan	Zip Code: [REDACTED]
County: [REDACTED]	Resident District for Purpose of FAPE: [REDACTED]	
Student Primary Language: English	Language in the Home: English	
Birthdate: [REDACTED]	Age: 17-10	Grade: Twelfth grade

PURPOSE

Purpose of IEP Team Meeting: Annual Review

Additional Purpose: Transition

PARTICIPANTS

- | | |
|---|---|
| <input checked="" type="checkbox"/> Student: [REDACTED] | <input type="checkbox"/> Parent/Guardian: [REDACTED] |
| <input checked="" type="checkbox"/> General Ed Teacher: [REDACTED] | <input checked="" type="checkbox"/> Parent/Guardian: [REDACTED] |
| <input checked="" type="checkbox"/> Special Ed Provider: [REDACTED] | <input checked="" type="checkbox"/> School District Rep: [REDACTED] |
| <input checked="" type="checkbox"/> Eval Team Rep: [REDACTED]
(the individual who can interpret the instructional implications of evaluation results) | <input type="checkbox"/> Other/Title: [REDACTED] |
| <input type="checkbox"/> Other/Title | <input checked="" type="checkbox"/> Other/Title: [REDACTED] Guidance Counselor |

STUDENT PROFILE AND ELIGIBILITY

In determining both eligibility and need for special education programs/services, the IEP Team must consider each of the following:

Student Strengths

[REDACTED] is a kind, respectful young man. [REDACTED] completes all assigned work and asks for assistance when necessary; he is resourceful in finding academically related school information. [REDACTED] has a reserved nature and carefully thinks before he speaks. He is a good listener in class and with peers. [REDACTED] has good independent living skills. [REDACTED] has an interest in biological studies and plans to attend college. Student enjoys playing video games and participating in outdoor activities such as hiking, swimming, biking, canoeing, camping, and being with animals.

Parent/Guardian Concerns

Mom provided a note from Student's primary care physician stating Student is undergoing treatment for depression presenting largely as fatigue, sleepiness, and symptoms of disinterest.

Current Evaluations

Student began receiving Special Education in the eighth grade due to emotional issues. Psycho-education testing completed at the time using the Wechsler Intelligence Scale for Children-Fourth Edition revealed the following scores:

Full-Scale I.Q. score of 91
Verbal Comprehension score of 96
Perceptual Reasoning score of 86
Working Memory Score of 91
Processing Speed Score of 103

Academic testing using the Woodcock-Johnson Test of Achievement-Third Edition indicated the following scores:

Letter-Word Identification score of 98
Reading Fluency score of 116
Passage Comprehension score of 94
Writing Sample score of 105
Listening Comprehension score of 97
Oral Expression score of 105
Calculation score of 106
Applied Problems score of 115

Medical:

Student has a diagnosis of Type 1 Diabetes from the Endocrinologist. Student is able to independently manage his diabetes at school; Student checks his blood glucose before lunch; he is dismissed 5 minutes early from class and accesses an office in the media center to perform his glucose check. Student has an updated Medical Emergency Plan at High School outlining his daily treatment, possible symptoms, and emergency procedures related to his Type 1 Diabetes. Student reports physical symptoms of diabetes including being overly tired, needing to sleep a lot, having low energy, sometimes having blurry vision and at times, being confused or in a fog.

State Testing:

SAT, April 2019
Evidence-Based Reading and Writing Number (EBRW): 610
Math Number: 520
SAT Total: 1130

Cumulative Grade Point Average: 3.0017
Cumulative Credit Hours: 18

Current Grades:

Physics: A-
IB Biology: A-
Psychology: C+
Upper-Level Literature & Composition: A
Academic Support: A
Statistics: B-

Teacher Feedback:

Statistics: Student has been doing fairly well in my class! Student has been completing all assignments and doing fairly well on assessments. He currently has a B- in statistics. Student does not sleep in class, however, I would like to see him participate in class more, especially by asking more questions. However, he has been a joy to have in class and I hope he continues to do well in statistics.

Psychology: Student has participated in class and has turned in all of his work. I have never seen him sleep in class, but he does usually have an AirPods in one of his ears. He takes notes during lectures and is seeming engaged on most days. I have encouraged him to take advantage of reassessment opportunities, but he hasn't responded as of yet. (There is still time for unit 1.) Student didn't approach me directly, or indirectly, on the days he was absent to see what he missed. However, in his defense, on one of the days he was absent we were watching a film.

Physics: Ms. shared that Student is usually tardy to class. When he arrives she has to meet with him individually to teach him concepts he may have missed or provide him with the direction he needs to follow for the day's activity. Student is performing well in physics. He is completing all work and earning above-average grades on his assignments and assessments. Student is currently working with another student and Student is often supporting the other student's efforts.

Resource Room: Student uses his time in his resource room academic support class to begin homework assignments, ask for support with some subject matter, take an emotional/mental break. He socializes with classmates appropriately. He is very polite and considerate of others. He also participates in discussions of college plans, progress on goals, and career plans.

Social-Emotional: See PLAAFP

Based on **1)** Student's current functioning, **2)** the most recent evaluation findings and **3)** any additional assessment information, does the IEP Team determine that this student has a disability that requires special education programs/services?

☒ Yes, Student is **eligible** for special education

<u>Primary Disability</u>	<u>Qualifying Criteria</u>	<u>Qualifying Criteria</u>	<u>Medical Diagnosis</u>
Other Health Impairment	Limited vitality		

Secondary Transition Considerations

Transition Assessments Completed:

Date of Most Recent Assessment: 10/11/2019

Assessments	Student/Parent Input	School Observation Data
<p>The following assessments were administered</p> <p>-Informal Student Questionnaire</p> <p>-Student Interview</p> <p>-Prairie Lakes AEA Transition Department: Comprehensive High School Transition Survey</p>	<p>Jobs and Job Training:</p> <p>-Student currently is employed at McDonald's. He operates the grill.</p> <p>-He described his ideal workplace as a full-time job, working with pen and paper, using technology, spending time outdoors, and enjoying his work</p> <p>-Job-related strengths include: getting along well with people, listening carefully when others speak, changing from one task to the next, maintaining a focus, respecting others, and keeping a positive attitude.</p> <p>Post-secondary education and Training:</p> <p>-Student indicated that he sometimes has difficulty approaching teachers, focus is occasionally difficult, tardies are frequent in 1st period.</p> <p>-Math is a challenging subject for Student.</p> <p>-Student likes science and history.</p> <p>-Student needs extended time to complete some tasks.</p> <p>Community Participation:</p> <p>-Student has a driver's license and transports himself around the community (work, grocery shopping, mall, dentist, movies, etc.)</p> <p>-Student has a savings account.</p> <p>-Student has a debit/credit card.</p> <p>Recreation & Leisure:</p> <p>-Student plays video games with others.</p> <p>-Student enjoys reading for</p>	<p>Statistics: Student has been doing fairly well in my class! Student has been completing all assignments and doing fairly well on assessments. He currently states he does not sleep in class, however, I would like to see him participate in class more, especially by asking more questions. However, he has been a joy to have in class and I hope he continues to do well in statistics.</p> <p>Psychology: Student has participated in class and has turned in all of his have never seen him sleep in class, but he does usually have an AirPods in one of his ears. He takes notes during lectures and is seeming engaged on most days. I have encouraged him to take advantage of reassessment opportunities, but he hasn't responded as of yet. (There is still time for unit 1.) Student didn't approach me directly, or indirectly, on the days he was absent to see what he missed. However, in his defense, on one of the days he was absent we were watching a film.</p>

fun.

- Student enjoys going out to eat, going to the mall, and going to the movies.
- Student enjoys walking biking, swimming, hiking, boating, camping, reading, watching videos, listening to music, and being with animals.

Independent Living Skills:

- Student plans to live in a college dormitory
- Student regularly washes the dishes, launders his clothes, vacuums, and takes out the garbage.
- Student knows how to cook and monitors his food intake due to Type I diabetes.

Date of Educational Development Plan (EDP): 10/11/2019

If student did not attend IEP, describe steps taken to ensure consideration of student's preferences/vision:

Student's Post-Secondary Vision and Transition Activities

Career/Employment: As an adult, what kind of work will you do? After finishing school, Student will attend college to become a zoologist.

Career/Employment Assessment Results: Present level assessment related to this vision statement. Student performed well in his biology class sophomore year. He completed an advanced biology, zoology course his junior year. He enjoys animals and outdoors. Student is progressing as expected in the general education curriculum. Student is diligent in submitting all assigned work. He is currently earning average to above-average grades in all classes. Student's current classes satisfy the Michigan Merit Curriculum. Student is currently enrolled in IB Biology.

Teachers report that Student was a very hard worker, independent, and they are confident he has a good grasp of class material. Student's 1st-period teacher is concerned that his tardies to class affect his performance; he has 20 tardies in his 1st- period class and has attended class for 30 days.

Is there a need for activities or services for Career/Employment? ☒ Yes ☐ No

Type of Activity	Explanation of activity/service	Responsible Agency/Persons	Expected Completion Date
Instruction	Student will create a resume of job skills and experience.	High School Staff, Student, Family Support	10/15/2020

Post-Secondary Education/Training: After leaving school, what additional education and training will you do? After finishing school, Student will attend college. He is hoping to be accepted to Michigan State University.

Post-Secondary Education/Training Assessment Results: Present level assessment related to this vision statement. Student has completed the course curriculum that satisfies the Michigan Merit Curriculum. He is currently enrolled in college preparatory courses to support a smooth transition to his post-secondary plan.

State Testing:

SAT, April 2019

Evidence-Based Reading and Writing Number (EBRW): 610

Math Number: 520

SAT Total: 1130

Cumulative Grade Point Average: 3.0017

Cumulative Credit Hours: 18

Current Grades:

Physics: A-

IB Biology: A-

Psychology: C+

Upper-Level Literature & Composition: A

Academic Support: A

Statistics: B-

Michigan State University Fall 2018 Freshman Profile:

Entering class: 8,395

High school GPA: 3.5-3.9

Composite ACT: 23-29

Total SAT: 1,130-1,3000

Is there a need for activities or services for Post-Secondary Education/Training? ☒ Yes ☐ No

Type of Activity	Explanation of activity/service	Responsible Agency/Persons	Expected Completion Date
Instruction	Student will complete the intake process for the disability support services available at the post-secondary level. He will review what Michigan State University has to offer and schedule a meeting to set up supports in college.	High School Staff, Student, Family Support	10/15/2020
Instruction	Student will identify his college preferences on Naviance by Oct 25, 2019.	High School Staff, Student, Family Support	10/25/2019

Adult Living: As an adult, what kind of living arrangements will you have?

After finishing school, Student will live in a college dormitory.

Adult Living Assessment Results: Present level assessment related to this vision statement.

Independent Living Skills:

-Student plans to live in a college dormitory

-Student regularly washes the dishes, launders his clothes, vacuums, and takes out the garbage.

-Student will register to vote in the Spring Count My Vote Campaign offered at High School on November 19

Is there a need for activities or services for Adult Living? ☒ Yes ☐ No

Type of Activity	Explanation of activity/service	Responsible Agency/Persons	Expected Completion Date
Related Services	Student will register to vote. He will participate in the Spring Count My Vote Campaign offered at High School on November 19	High School Staff, Student, Family Support	10/15/2020

	at 1:00 pm in the Media Center.		
Adult Living	Student will independently plan for a week's worth of medication.	High School Staff, Student, Family Support	10/15/2020
Adult Living	Student will use his phone to set reminders for his daily medications to support independent medical needs in preparation for college.	High School Staff, Student, Family Support	10/15/2020
Community Participation: As an adult, how will you want to be involved in your community? After finishing school, Student will continue to take part in activities of interest. He will gather with friends to participate in community activities such as going to the movies, playing video games, and participating in outdoor activities (hiking, biking, swimming).			
Community Participation Assessment Results: Present level assessment related to this vision statement. Student has a job at a local McDonalds; he has worked there for about one year. Student spends time with his friends. He enjoys video games and has a peer group that plays video games with him.			
Is there a need for activities or services for Community Participation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

Course of Study

Describe how the student's course of study aligns with the postsecondary vision:

High School students will earn 22.0 (out of 24.0 possible) credits for graduation (18.0 credits are earned from the Michigan Merit Core [MMC] requirements and 4.0 credits consist of pure electives). Satisfying the graduation requirements will prepare student for his post-secondary school at a college or trade school.

Classroom-based assessments and observations:

Studnet has accumulated 18 credits out of the 22 needed to satisfy the graduation requirements.

Student attended S High School prior to transferring to High School this fall. His grades in the ninth and tenth grade were as follows:

Fundamentals of Art C+

Design & Tech B+

English 9 D/D/E/B-

English 10 D/C+/C+/B-

Algebra A/A

Geometry B-/C

Biology B+/B

Geo Physical Science A/A-

20th Century American History B-/A-

World History B+/B-

German I B/B+

German 2 B/B+

2018 - 2019 Junior Courses and Current Grades (Semester 1):

Upper-Level Literature & Composition A: 91%, A-

American Government: 94%, A

Algebra 2A: 103%, A

Graphic Arts I: 79%, C+

Chemistry A: 94%, A

Academic Support: 100%, A

2018 -2019 Junior Year Courses (Semester 2):

Academic Support: .5 credit

Chemistry B: .5 credit

Upper-Level Literature & Composition B: .5 credit

Algebra 2B: .5 credit

Economics: .5 credit

Advanced Biology, Zoology: .5 credit

2019 - 2020 School Year:

Statistics (.5 credit)

Creative Writing (.5 credit)

Upper-Level Literature & Composition 12 (1 credit)

Science (.5 credit)

-Anatomy and Physiology (.5 credit)

-IB Biology (1 credit)

Academic Support (1 credit)

Check Only One:

- ☒ Michigan Merit Curriculum leading to a high school diploma.
☐ Course of Study leading to Certificate of Completion

Is Student expected to graduate with a Regular Diploma during this IEP year? ☒ Yes ☐ No

Will Student complete age eligibility for Special Education services? ☐ Yes ☒ No

Anticipated graduation or completion date: 05/31/2020

Community Agency Involvement

Was there a need to invite a community agency representative likely to provide current or future services? ☒ Yes ☐ No

If **Yes**, did agency representative attend? ☐ Yes ☒ No

Consent Signature Date: 10/01/2019

Please list any additional steps taken to ensure that the student has made connections with any appropriate outside programs and services: An agency representative from Michigan Rehabilitation Services was not able to attend the meeting. Student will be provided with contact information regarding Michigan Rehabilitation Services (MRS).

Contact:

Did parent invite a community agency representative? ☐

Parental Rights and Age of Majority

Check only one:

- ☒ The student will be age 17 during this IEP and the student was informed of parental rights that he or she will receive at age 18.

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Progress on most recent goals and objectives?

Annual Goal:

Due to Student's Type 1 Diabetes, illnesses tend to require a longer recovery period which results in extended time out of school. Student's parents and previous teacher indicated Student was submitting approximately 60% of the assigned work. By October 2019, Student will improve self-advocacy and organizational strategies that will result in 90% of all assigned classwork including homework, labs, assessments, etc. with will be completed with 85% accuracy as documented by scores reported in PowerSchool and teacher feedback on progress.

Short-Term Instructional Objectives/Benchmarks:

Student will communicate with his teachers when he is absent from school; he will e-mail his teachers regarding homework assignments, assessments, and lessons to complete while he is out of school.

Student will access teacher websites, PowerSchool, Google Classroom, and/or Canvas to follow lessons, review assigned work, complete worksheets, watch videos, etc.

Progress: Student had several absences and tardy arrivals to his 1st-hour class; however, he was able to achieve completing 90% of all assigned work. His accuracy was close to 85 in most classes but slightly lower in Algebra 2.

<u>Area of Need</u>	<u>Subarea of Need</u>	<u>Goal?</u>
Medical/Health/Physical	Managing Type 1 Diabetes	<input type="checkbox"/>
<u>Data Sources and Description of Need</u> Student has a diagnosis of Type 1 Diabetes from the University of Michigan Pediatric Endocrinology. Student is able to independently manage his diabetes at school; Student checks his blood glucose before lunch. Student has an updated Medical Emergency Plan at High School outlining his daily treatment, possible symptoms, and emergency procedures related to his Type 1 Diabetes. Student reports physical symptoms of diabetes including being overly tired, needing to sleep a lot, having low energy, sometimes having blurry vision and at times, being confused or in a fog. Mom delivered a letter from Student's primary care physician indicating Student is currently undergoing treatment for depression presenting largely with fatigue, sleepiness, and symptoms of disinterest.		
<u>Adverse Impact</u> Student reports physical symptoms of diabetes including being overly tired, needing to sleep a lot, having low energy, sometimes having blurry vision and at times, being confused or in a fog. These symptoms interfere with student's vitality in the classroom and make learning challenging for him. Historically, Student has needed to miss school due to complications of his Diabetes. This creates a need for him to be given support to remain caught up with his academics. Due to a chronic or acute health problem, Student manifests limited strength, vitality or alertness to the educational environment that adversely affects his educational performance.		
<u>Area of Need</u>	<u>Subarea of Need</u>	<u>Goal?</u>
Transition (age 16+)	Time Management: Arrival at School	<input checked="" type="checkbox"/>
<u>Data Sources and Description of Need</u> Student has arrived late to school 20 days out of 31 days. He arrives on time to his 1st-hour class 33% of the time. This late arrival causes him to miss important components of the daily lesson in his 1st-hour Physics class. 2016: Student reports physical symptoms of diabetes including being overly tired, needing to sleep a lot, having low energy, sometimes having blurry vision and at times, being confused or in a fog. When Student becomes ill, his recovery is complicated by his Type 1 Diabetes. Student has historically missed significant days from school to fully recover from illnesses. While out of school recovering, Student misses the introduction of new curriculum, assignments, and assessments. It is difficult for Student to manage his schooling when he is absent from school. Current: Since moving to High School, he has had very few absences, but he has late arrivals to his 1st-hour class.		
<u>Adverse Impact</u>		

Late arrivals to school have impacted Nathan's knowledge of the curriculum being presented or the discussion of the daily agenda.

Type 1 Diabetic symptoms interfere with Student's vitality in the classroom and make learning challenging for him. Absences from the school impact student's learning; he misses the teaching of new curriculum, completion of assessments, and assignments. This directly impacts his progress in classes and impacts his graduation status (cumulative grade point average, credits, etc.).

Area of Need	Subarea of Need	Goal?
Socio-Emotional/Behavioral	Depression monitoring	<input type="checkbox"/>

Data Sources and Description of Need

Social-Emotional:

Student reports that he sometimes feels depressed and lonely on school nights. He does not experience these feelings at school. When Student feels depressed he does feel fatigued and sleeps more at home. Student does not like therapy because he can talk to his brother about his feelings and he feels more down after talking to a counselor. He reports that he is friendly, but that he is reserved and self-conscious when he is in a class with no friends to interact with. While Student does not want to join school-related clubs he is open to friendships, has made friends and has friends in every class this year except 6th hour. Student is in touch with peers by social media on the weekends and sees friends from last school on occasion as well. On the weekends he likes to hang out with his brother who is 20 . Teachers see that Student has established friendships at High School. In the classroom, Student is a typical , well adjusted student. He communicates with peers and seats himself by peers. He appears to willingly work with classmates on projects and assignments. He does not exhibit symptoms of depression in the school setting. Student does not show disinterest in the school setting. No IEP team members, including Student, have sought out support for Student for social or emotional issues from the School Social Worker during this IEP cycle. However, his mother requests that he continue to have the option of speaking to the School Social Worker.

Adverse Impact

There is no data to suggest that student's depression impacts his education.

SPECIAL FACTORS, SUPPLEMENTARY AIDS AND ASSESSMENTS

Supports and Modifications to the Environment, Behavior Training Needs, Social Interaction Supports for the Student, Health-Related Needs, Physical Needs, Transition aids and supports are provided to enable the student:

- To advance appropriately toward attaining the annual goals.
- To be involved and progress in the general education curriculum and to participate in extra-curricular and other nonacademic activities.
- To be educated and participate in activities with other students with disabilities and nondisabled students.

Explain the extent, if any, to which the student will not participate with nondisabled students:

Student will fully participate with non-disabled students. He will be enrolled in all general education classes. He will have one class period a day of resource room to support his progress in the general education curriculum.

The IEP team must consider the following areas of need for each student.

For the areas of need below, does student require supports and/or services due to?

- ☐ Yes ☒ No Communication needs
- ☐ Yes ☒ No Need for assistive technology devices and services.

The IEP team must consider the following for the student, as appropriate.

- ☐ The use of positive behavioral interventions and supports, and other strategies, to address behavior because the student has behavior that impedes his or her learning or the learning of others.
- ☐ The language needs of the student because the student has limited English proficiency.
- ☐ Braille instruction because the student is blind or visually impaired.
- ☐ The mode of language and communication because the student is deaf or hard of hearing.

☒ **Supplementary aids and services are needed at this time.**

<u>Supplementary Aids/Program Modifications/Support for School Personnel</u>	<u>Frequency/Timeline</u>	<u>Location</u>
Extended Assessment Time	Time and a half on assessments. Assessments will be completed during the scheduled assessment time and extended time will be provided during academic support, before school, after school, or during lunch. In circumstances where multiple assessments are scheduled on the same day, Student may need to continue testing the following day.	High School Classroom and/or Testing Center
Medical Check prior to Assessments	Due to Type 1 Diabetes, Student will check his blood sugar numbers on his pump prior to assessments. Student will access the designed staffed location to check his blood sugar before he completes an assessment.	High School Classroom and/or Testing Center
Able to mark on assessment/question document.	Student will be permitted to write directly on an assessment as a test-taking strategy. Student will communicate with the IEP Team teacher that the test has been used and contains writing utensil markings. All answers will need to be recorded on the	High School Classroom and/or Testing Center

	provided answer document (scantron, worksheet)	
Assessment Setting	Access to an alternate, small group setting for assessments. Sitting at a study carrel or flexible learning space is an option.	High School Classroom and/or Testing Center
Access to School Social Work support	If the team identifies a social or emotional need.	High School Room

STATE ASSESSMENTS

Are state assessments required for the grade level(s) covered by this IEP?

☐ Yes No

NURSING

Yes No X Need for nursing.

IEP Date: 10/18/2019

ACCOMMODATIONS AND ALTERNATE ASSESSMENT

GOALS AND OBJECTIVES**Area of Need:** Transition (age 16+)**Subarea:** Time Management: Arrival at School**Annual Goal:**

By October 2020, Student will increase the percentage of time he arrives at school on time. He currently arrives at the start of school 33% of the time. He will increase his on-time arrival to 80% of the time. Learning time management will prepare him for the independent living skill of planning for prompt arrivals to post-secondary schooling, appointments, and work. PowerSchool attendance and teacher input will be collected to monitor his progress on improving time management.

Student's late arrival to class interferes with the progression of activities planned for the hour. Student is enrolled in physics and often lab directions are given at the start of class. When Student doesn't arrive at school on time, the directions need to be restated which takes time away from the classroom learning or lab activity.

Note: Mom delivered a letter from Student's primary care physician indicating [REDACTED] is currently undergoing treatment for depression presenting largely with fatigue, sleepiness, and symptoms of disinterest.

Will a graph be used to report progress toward the annual goal and associated objectives/benchmarks? ☐ Yes ☒ No

Short-Term Instructional Objectives/Benchmarks:

	<u>Objectives/Benchmarks</u>	<u>Criteria</u>	<u>Evaluations</u>	<u>Schedule</u>
1	Student will plan for his school day the night before to minimize the time need to prepare for school in the morning thus allowing him ample time to arrive by the beginning of 1st hour. 1. Diabetes check 2. Backpack ready	4 out of 5 days or 60% of the time.	PowerSchool attendance, Teacher Input, Student Feedback	Weekly
2	Student will adjust the time he goes to bed (lights out and electronics turn off) to allow his body the correct amount of sleep needed.	4 out of 5 days or 60% of the time.	PowerSchool Attendance, Teacher Input, Student Input on time management regarding sleep.	Weekly
3				
4				

Staff Responsible for Goal: Special Education Teacher, Student, IEP Team

How will progress on goals and objectives be reported

- ☒ Progress Reporting-Text Option
☐ Progress Reporting-Other Option (Specify):

Comments:**When will progress on goals and objectives be reported?**

- ☒ Every Grading Period
☐ Other