

# Questions and Answers

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The following are the questions and answers from the B-13 Data Collection Webinar that was given on Tuesday, February 23. The webinar can be accessed at the [Catamaran Training Website's Past Events page](#).

For B-13 training resources such as the manual, sample checklist, or how-to complete the activity in Catamaran, visit the [Catamaran Training Website's B-13 Secondary Transition page](#). For questions that are not addressed here, please send them to [jtimbs@michigan.gov](mailto:jtimbs@michigan.gov).

## Amending Student Records

### Question

Can a student record be amended March 1 – April 9?

### Answer

A student record cannot be amended for data reporting purposes. Once the record has been reviewed, that is the data to be reported

### Question

Can IEPs be amended prior to March 1, 2021?

### Answer

Yes, an IEP can be amended prior to March 1, 2021. Complete the checklist using the IEP that was in place on March 1.

## Opting out

### Question

What if a student is “no longer in that district” but has moved into a different district within the same county? Do you review the record?

### Answer

If the student is not enrolled in the district indicated in Catamaran, then you should opt out of the record review.

## Question

What if a student had an IEP that lapsed because the student left school due to COVID causing the update of postsecondary goals to extend beyond one year? Is this considered noncompliant for question #6? and there are no dates in the Transition Plan?

## Answer

If the postsecondary goal is not updated annually, it is considered noncompliant.

## B-13 Sampling Business Rules

### Question

Approximately how many student files will districts review this year?

### Answer

A representative student sample is drawn from the pool of students ages 16-26 aggregated to the ISD. Across the State, there are approximately 6,000 students in the sample. For questions regarding the sample selection, contact Jerry Cullum at [cullumj@michigan.gov](mailto:cullumj@michigan.gov).

### Question

How is it determined how many student reviews are requested per district?

### Answer

From the representative sample at the ISD level, a random sample is selected from member districts.

## Electronic or Online IEP Systems

### Question

Many of our districts are limiting visitors on their campuses. May file reviews be completed through an electronic IEP system. We could consider doing this task through Zoom. Thoughts?

### Answer

Student file reviews may be conducted virtually or in-person.

## Findings

### Question

Will Corrective Action Plans (CAPs) continue to be issued at the local district and not the ISD level?

## **Answer**

Yes, corrective action plans will continue to be issued at the district level, not the ISD level.

## **Question**

If a district had a Corrective Action (CA) last year and gets another CA this year, does it stay a CA or does it change to a CAP for the second or third year?

## **Answer**

A district may receive a corrective action if only one student record indicates noncompliance. A district would receive a CAP if they had a corrective action last year even if this data collection cycle indicates only one student record is noncompliant.

## **B-13 IEP Upload Page**

### **Question**

Will MDE determine which fifth file is selected or will the ISD do that?

### **Answer**

MDE pre-selected which member district in the ISD will be required to upload an IEP and supporting documentation. There is one district from each ISD that will be required to upload one IEP. The selected member district will see a B-13 Student IEP Upload Page under their "Forms". All other member districts will not have this link. Next, the member district will upload the IEP and supporting documentation from the 5<sup>th</sup> student on student list for whom the district completes a B-13 checklist. If the district does not complete the checklist for the 5<sup>th</sup> student on the list the district should upload the documentation of the next available student, whose checklist was completed. The MDE will not determine the particular student.

### **Question**

So, let's say the first or second or even the fourth student is no longer at the district, then where would we start counting?

### **Answer**

Count from the top of the list. Upload the documentation for the 5<sup>th</sup> student on the list whose file was reviewed.

### **Question**

So, if the fifth student record didn't happen to be at the district, the district just needs to go to the next available record, right?

## **Answer**

Absolutely.

## **Question**

What if a district has less than 5 student files – what file shall we upload?

## **Answer**

If less than 5 student records are reviewed, upload the last student record.

## **Question**

Does the fifth IEP have to be the original copy with signatures, or can we upload the copy of the IEP from MiStar? Note, most IEPs were done virtually without signatures of attendance.

## **Answer**

The final, published version of the IEP must be uploaded. Attendee signatures are not required if there is another method for indicating who attended the IEP.

## **TA Column**

### **Question**

Is the column on the checklist for the ISD's TA information?

### **Answer**

Yes, this new column is for the ISDs to capture information they may want to use to address professional development or technical assistance with its member districts. For example, the ISD may want to note, although a district has a compliant annual goal for the B-13 checklist data collection, the district consistently leaves out baseline data or does not clearly identify a skill. After the data collection, the ISD will have the ability go into Catamaran and run a report of all their comments to develop professional learning opportunities for districts or to develop guidance documents. The report option in Catamaran will be available in May once the CAPs are released.

## **B-13 Checklist Question Three – Agency Invitation**

### **Question**

For question three, is MDE saying when the district writes, "The IEPT determines no need for an outside agency" this is no longer an acceptable reason for not inviting an agency?

## Answer

MDE is accepting this as compliant for the B-13 checklist data collection. However, the IDEA states the district “must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.” If there is such an agency, then the agency must be invited. MDE understands that most electronic IEPs have a statement that says, in effect, “Was an agency needed?” If the IEP team indicates “no”, we are accepting this as compliant.

## Question

What if a teacher writes, “didn’t invite agency due to student age”, i.e., 15-year-olds or due to their grade, for example, 10<sup>th</sup> grade, will this be an acceptable reason to not invite an agency? In other words, the student is too young, and the agency won’t attend.

## Answer

Citing a student’s grade or age as the reason to not invite an agency is not compliant. Remember, the question IDEA asks is there an agency that is likely to provide or pay for transition services? If the answer to this question is “yes”, then the agency must be invited (with prior consent to invite). IDEA does not provide a timeline for when the services will be provided or paid for. Therefore, justifications such as the agency is only invited during the senior year IEP are not acceptable.

## Question

I was informed that we could invite MRS without a signed consent but could get parent permission by email. Is this correct?

## Answer

See the [MDE OSE Guidance](#) related to consent including email. Written consent from the parent or student who has reached the age of majority is needed before inviting an agency which is likely to be responsible for providing or paying for service, including MRS. Consent cannot be gathered through email.

## Question

Struggling with assisting districts in writing clear statement on why not inviting. Could these statements that are not clear cause non-compliance for the district? How would you guide the district?

## Answer

A district must determine if an agency is likely to be responsible for paying for or providing services. If not likely to, then no consent is needed. If they are likely to provide or pay for services, then consent must be sought. See the [Secondary Training Video Series: Consent and Inviting Participating Agencies](#).

## **Question**

Inviting an agency representative should we include the agency name or the individual employee's name?

## **Answer**

The invitation to an agency does not need to be addressed to a specific person if one is not known.

## **Question**

Does a virtual IEP invitation via email count as an invite to an outside agency?

## **Answer**

Invitations to meetings may be electronic (e.g., email).

## **Question**

Understanding all questions must be addressed for initial IEPs; would selecting "N/A" be applicable since determination of eligibility of services does not take place until the meeting is held? The IEP Team would not be able to meet prior to the initial IEP meeting to determine if services were available and parents would not be aware of the agency consent.

## **Answer**

Through the review of existing evaluation data process or the evaluation plan developed for an initial evaluation, the multidisciplinary evaluation team must assess all areas of potential need. When conducting an initial evaluation, if the student is 16 or older or will be 16 during that year, the evaluation plan must include transition assessment(s). Through this process, the team will decide if there is an agency that is likely to pay or provide for transition services.

## **B-13 Checklist Question Four – Transition Assessment**

### **Question**

For students that are virtual and the barrier in revising transition assessments, can old assessment information be referenced?

### **Answer**

It is always best to update the transition assessments each year. However, when a formal transition assessment cannot occur due to extenuating circumstances (e.g., COVID), then draw from the data you have including the student's EDP, past assessments, teacher observations, etc.

## B-13 Checklist Question Five – Postsecondary goals

### Question

Would it be compliant if the IEP included something like “student would like to attend college for nursing” as a post-secondary goal? If you have a statement that the student wants to be a mechanic, would that be compliant for the employment postsecondary goal?

### Answer

Yes, both examples are compliant. The postsecondary goal no longer needs to include the word “will”. However, the postsecondary goal must still be written as an outcome which will occur once the student exits school.

### Question

Question five says, “measurable postsecondary goal.” Does that mean there is only one postsecondary goal required, not one for each area: career and employment, education and training with community and daily living skills as appropriate?

### Answer

For purposes of the B-13 checklist data collection, if there is one measurable postsecondary goal written in terms of what will occur after school, then question 5 can be marked as compliant. However, under the IDEA, the IEP team has the obligation to develop postsecondary goals for training, education, employment, and independent living when necessary. If the IEP does not have measurable postsecondary goals in accordance with the IDEA, a State Complaint can be filed for not meeting the IDEA requirements.

### Question

For question five, are we accepting this as a postsecondary goal seen as an outcome that has already been met? For example, “student will continue working at McDonald’s” or “student will continue living at home with parents.”

### Answer

When the postsecondary goal is written as “continuing”, it is not clear if this is a post-school goal (outcome) or not. However, since this could be the outcome the student has identified as his or her post-school goal, then question five can be marked as compliant. It would be clearer if it were written as “the student will work at McDonald’s upon exiting school.”

### Question

Is it still okay to link the post-secondary goal to the academic goal?

## **Answer**

Post-secondary goals must be written for what the student will achieve after schooling. The annual goal must be related to the transition services needs.

## **Question**

Wouldn't a postsecondary goal activity be written for what the school is doing this IEP year, to get to the student's postsecondary goal after leaving school? Did you mean an activity is written as well as the goal to do after they leave school?

## **Answer**

The transition services or transition activities are designed to support the postsecondary goal. The transition services are the steps to be provided during the school year to enable the student to move toward their postsecondary goals.

## **B-13 Checklist Question Six – IEP Updated annually**

### **Question**

For question six, if the postsecondary goals are the same as the previous IEP and have not been updated, but the student's IEP is current, is that a "Yes" or a "No"?

### **Answer**

This would be a "yes".

### **Question**

What happens if the goal remains the same?

### **Answer**

If the postsecondary goal remains the same, that is fine, if the IEP is current and has been updated. The assumption is that every time an IEP is held, all required items of the IEP are reviewed and updated, including the postsecondary goals. A best practice would be to include a statement in the IEP that the postsecondary goals were reviewed and remained the same. Some districts have the option to write text next to the postsecondary goal to indicate the postsecondary goal was reviewed on a given date and the goal remained the same. However, this would be best practice and is not required.

### **Question**

Can we select NA if this was an initial IEP?

## **Answer**

If this is an initial IEP, answer “yes” for question six (Was the postsecondary goals updated annually?).

## **Question**

Does this question also pertain to IEPs that were untimely due to the closure of schools last year due to COVID?

## **Answer**

If the postsecondary goals were not updated annually, then question six would be marked as noncompliant.

## **Question**

If the student left school and came back (January) after the old IEP was due (November) if the Transition Plan does not have any dates saying when the goals were updated, and the IEP is now beyond the year of the previous IEP, will this make question 6 non-compliant?

## **Answer**

If a student was “dropped” from enrollment because the student “left”, once the student returns and the IEP is held, the district would mark “yes” for question six on the checklist. However, if the student remained enrolled in the district during this time, the district would have been responsible for updating the postsecondary goals annually and would mark “no” for question six on the checklist.

## **B-13 Checklist Question Eight – IEP Courses of Study**

### **Question**

If a student has a personal curriculum, we ID that as the Michigan Merit Curriculum, correct? Do we need to document the alteration for any reason?

### **Answer**

You do not need to document the personal curriculum on the B-13 checklist. You can mark the checklist as compliant. .

### **Question**

Do you have to list the date also for diploma graduation or certificate of completion? My electronic IEP has a slot for date of graduation and sometimes my teachers forget to put the date in.

## **Answer**

You do not have to list the dates on the checklist.

## **B-13 Checklist Question Nine – Annual Goals**

### **Question**

For question nine, if the annual goal relates to transition services needs, but it is not measurable, is that a “Yes” or a “No” on the checklist?

### **Answer**

If it is an annual goal and relates to the transition services needs, then it is considered compliant for the B-13 checklist data collection. Remember, we are not assessing quality of the annual goal for purposes of this data collection activity. However, under IDEA, IEPs must contain measurable annual goals. Training staff on how to write quality annual goals using the four components (baseline, skill, target, method of measurement) will assist teachers in writing quality annual goals.

### **Question**

Are you looking at academic goals to indicate Common Core (CC) or Essential Elements (EE) or alternative achievement standards?

### **Answer**

Assuming you mean annual goals, the annual goals can address academics, social skills, behavioral skills, work related skills, etc. For the annual goal to be compliant with this data collection activity using the B-13 compliance checklist, MDE is looking for the relationship to transition services needs.

### **Question**

How do you determine if an annual goal is related to transition services needs? We were once told that the annual goal should include “in order to achieve a postsecondary goal.” Is this not necessary?

### **Answer**

That lead-in statement is not necessary. It is a good practice so people can see why the goal was chosen and how it supports the postsecondary goal, but it is not needed. If a reasonable person could look at the goal and say, “Yes, this goal will help move the student toward his or her postsecondary goal,” then it is related to transition services.

### **Question**

If an annual goal does not reflect a skill, do we mark it non-compliant?

## **Answer**

For purposes of B-13 data collection, an annual goal can be marked as compliant if it relates to transition services. However, the ISD should address poorly written annual goals under their general supervision responsibilities. Question

If the course of study does not reasonably enable the student to achieve the goal (as indicated in the example in the webinar), we can still count that as compliant as long as they indicate in the activities/services how they are going to discuss this?

## **Answer**

Yes, this can still be marked as compliant.

## **Question**

Will an academic annual goal meet the requirements for a diploma student even if it does not specifically address a transition service?

## **Answer**

Yes, this would be compliant as long as it can reasonably be interpreted to support the transition services needs.

## **Question**

Annual goals and post-secondary goals are separate, correct?

## **Answer**

Yes, annual goals identify what the student will accomplish during the year the IEP is in effect. The postsecondary goals identify long-term outcomes the student is working toward.

## **Question**

Can an annual goal align with transition through the Course of Study?

## **Answer**

Yes. Remember, courses of study are considered transition services.

## **Question**

Could you provide some examples of acceptable annual goals as related to activities?

## **Answer**

If one of a student's transition activities is to complete applications for employment, one acceptable goal is "The student will correctly write his/her first and last name and address in a

form on 4 of 4 trials.” This example presumes there is also baseline data for this skill contained in the IEP.

### **Question**

Can you use the verbiage “improve” and not “increase” in the annual goal when writing about a skill in the goal-use to not be able to use that word “improve”?

### **Answer**

The use of either word could be acceptable or not acceptable depending upon how it is used. The focus should be on writing measurable annual goals, not the use of a particular word.

### **Question**

What is the best wording on the Transition page of the IEP to reflect what the school personnel is doing to support the student in achieving their goal? Our current form lists “activities” such as *research careers*. Should it be called “services” instead to be more clear?

### **Answer**

The use of the terms “services” or “activities” are both acceptable.

## **IEP Team Meetings**

### **Question**

If your IEP software documents IEP participants or attendees with a checkbox that is selected electronically at the time of the meeting versus the physical sign-in page with signatures, will this be considered sufficient for attendance and sign in?

### **Answer**

Yes, MDE is accepting this.

### **Question**

Inviting an outside agency representative, is it okay to address the invitation to CMH and not a specific person?

### **Answer**

Yes, the invitation to the outside agency need not list a specific individual.

### **Question**

Please clarify the need to invite outside agencies likely to pay for services. How does an IEP team determine if there is an agency that may provide services?

## **Answer**

Districts need to be in communication with their community and partner agencies and have a basic knowledge of the services they provide. Some districts have adopted a process of partnering with community agencies to map out the educational programs, services and outside supports a student may need throughout the high school years to support their post-school goals. Another tool that is helpful for school and agency teams is the Flow of Service tool from the Seamless Transition pilots. This tool helps team identify what agency services are available for students at various ages. In this way, the IEP team has a clear understanding of what agencies may be likely to pay for or provide transition services.

## **Question**

Do you need proof or evidence that an outside agency was invited either by mail or email or is it acceptable just to have them listed on the invitation?

## **Answer**

It is compliant if the agency is listed in the participant section of the invitation and the district send this to the agency as the invitation. Remember, the date of consent must be prior to the date of the invitation.

## **Question**

Written consent to invite an outside agency must still be provided prior to inviting the outside agency, not just prior to the IEP. Is this correct?

## **Answer**

Correct. The consent comes first, then the invitation, finally the meeting. The invitation must be dated prior to the IEP team meeting and the consent must be dated prior to the invitation date. So, when conducting a review of the consent and invitation, look for the dates of the consent, invitation and the IEP. The date of consent must come before or on the date of the invitation.

## **Question**

What if a teacher writes, “didn’t invite student due to their age”, i.e., 15-year-olds or due to their grade, for example, 10<sup>th</sup> grade, will this be an acceptable reason to not invite them? In other words, the student is too young to attend.

## **Answer**

If the student is 15, but will turn 16 in that IEP year, then the student must be invited to the IEP Team meeting. The requirement is to develop a transition plan as part of the IEP that will be in place when the student turns 16 in that IEP year. At that point, the student must be invited. If a district chooses to develop a transition plan prior to the student turning 16, the district is still required to invite the student. Remember, the requirement under IDEA is the student is invited

to the IEPT meeting whenever the team plans to discuss transition services and once the student turns 16 years old.

## Deadlines

### Question

Is there a document that lists the dates of when everything is due in one place, combining the closeout from this year and the dates for the new data collection?

### Answer

On the [homepage of the Catamaran Training Website](#), there is a document that has all of the due dates for all corrective actions and SLCAPs. Data collection is included in this document. Scroll down to the bottom of the page and click on "[Deadlines](#)".