Report-Out Meeting

I13 Transition Improvement Action Plan©

Explanations and Directions

Checklist Structure
The *Transition Requirements Checklist* is divided into three major sections and several sub-sections.
<u>Invitation and Participation in the IEP Meeting</u>

- *Student Invitation and Participation - Questions 1-3*
- *Agency Invitation and Participation - Questions 4-7*
- *Parent Invitation - Questions 8-11*

<u>Content of the IEP</u>

- *Present Levels of Academic Achievement and Functional Performance - Question 12*
- *Transition Services - Questions 13-22*
- *Transfer of Rights at Age of Majority - Question 23*

<u>Summary of Performance</u>

- *Summary of Performance*

Baseline
This is the findings from the TOPs Checklist baseline review. This data information is presented during the Report-Out Meeting.

Goal This is the goal (%) that the Report-Out Meeting participants choose. For instance for Question #1, Student Invitation it may be that the Checklist review found 70% of the files that were reviewed demonstrated clear documentation that the student was invited to their IEP meeting. At the Report-Out meeting the majority of the participants could decide that they are OK with the current level of 70% or they could choose a goal that is higher. Whatever goal is decided by the majority of the participants is recorded in this section.

Determining Priorities During the Report-Out Meeting, participants will establish and record goals for each *Checklist* question on the *TOPS School Improvement Planning Form*. Review the goals set at the Report-Out meeting for each question and section and then using this form, determine the ***<u>Priority</u>*** for each *Transition Requirement Section <u>and</u> Question*. From the review of the goals and input from participants it may be apparent that certain sections, sub-sections, or specific questions have a higher level of priority.

Keep in mind that a priority for states will be Indicator 13 in their State Performance Plan (SPP). Indicator 13 is the "***Percent of youth aged 16 and above (or younger if determined appropriate by the IEP team) with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.***" *The TOPs Checklist addresses Indicator 13 through Questions 13, 14, 15, 16, 19, and 20. The culmination of the critical questions and the determination for Indicator 13 is Question 21 on the Checklist.*

Action Steps
After establishing the priorities, identify the Action Step(s). One way of framing the Action Steps may be to think about the Steps as a ***School -Teacher "Fix", a District "Quick Fix" or a District "Not-so-quick Fix".***

Examples:

School -Teacher "Fix" (a somewhat quick fix at the teacher or building level)
Priority - Question # 2 Increase student attendance at their IEP meeting.

- The building (IEP Team) staff agrees that they will first visit with the student and schedule the IEP meeting on a day and time that will allow the student to attend.

District "Quick Fix" (a change in practice on a district wide basis)
Priority - Question # 1 Improve documentation of student invitation to their IEP meeting.

- The district establishes a change in practice for every student of transition age. For every student of transition age, the student is given a simple written invitation to their IEP meeting and a copy is placed in their file.

District "Not-so-quick Fix" (a change in policy or expenditure of resources that may take time)
Priority - Question#20 - For the student's measurable post-secondary goal(s), there is evidence of coordination between school and postsecondary services.

- In order to show improvement and evidence or coordination between school and postsecondary services the district must first provide staff development and educate IEP team members on the array of adult services, supports and programs.
- The IEP team must be able to identify needed post school services, supports and/or programs and must invite them to the IEP meeting.
- The district will need to establish Interagency Agreements with adult agencies that specify how each agency will work together, what services each can provide, what each agency can provide and pay for and what happens when any agency fails to follow through.

Technical Assistance
Identify what, if any, technical assistance is needed to help accomplish the Action Steps. Technical assistance needs are likely to fall under one of the following categories:

- Research
- Training/Technical Assistance
- Public Relations/Outreach
- Policy
- Funding

Individuals Responsible
Identify who has primary responsibility for carrying out and monitoring the accomplishment of the "Action Steps". This could include school personnel as well as others from other systems.

Timeline
Establish a timeline when the work on the Action Steps should begin and the anticipated date when it will be accomplished. Generally, this would be a month and school year.

Report-Out Meeting

Transition Improvement Action Plan©

Team:_____
_____

Date:_____ District:

Baseline File Review Date:_____ Final File Review
Date:_____ Report-Out Meeting Date:_____

TOPs Requirement Sections and Questions	Baseline	Goal	Priority	Action Steps for Improvement School-Teacher "Fix" District "Quick Fix" District "Not-so-quick Fix"	TA Needs	Individuals Responsible	Timeline
Invitation and Participation in the IEP Meeting							
Student Invitation and Participation *1. Student Invitation* *2. Student Attend* *3. If not attend, other steps to ensure preferences and interests*							
Agency Invitation and Participation *4. Will the student need involvement -*							

current IEP year? *5. Did schools invite a representative?* *6. Did other agency fail to provide transitio services?* *7. Did the school reconvene the IEP team?*							
Parent Invitation *8. Was there a Parent Notice?* *9. Parent Notices indicates a purpose of the IEP meeting will be postsecondary goals and transition.* *10. Parent Notice indicates that the school invited the student.*							
11. Parent Notice identifies any other agency that will be invited.							

Content of the IEP							
PLAA & FP *12. IEP includes Present Levels of Academic Achievement*							

and Functional Performance							
Transition Services *13. Are there measurable postsecondary goals (MPG) in* *• education/training* *• employment and* *• independent living?* *14. Is (are) the postsecondary goal(s) updated annually?* *15. For each MPG is there at least one annual goal?* *16. For each MPG is there evidence of transition assessment?*							

17. For each MPG is at least one transition service listed in • instruction • related services • community experiences • employment and other post-school adult living • daily living • functional vocational							

evaluation						
18. Are transition services based upon individual strengths, needs, preferences and interests?						
19. Are transition services designed within a results oriented process?						
20. For the MPG's, is there evidence of coordination between school and postsecondary services?						
21. Is there a course of study?						
22. Overall, does the IEP include coordinated, measurable annual IEP goals and transition services?						

Transfer of Rights at Age of Majority *23. Statement that the student has been informed of their rights that will transfer.*						

Summary of Performance

Summary of Performance						

24. Will the student terminate eligibility? *25. Has the school developed and provided the student with an SOP?*						
26. Does the SOP provide the student with a summary of academic achievement and functional performance? 27. Does the SOP include recommendations on how to assist the student in meeting their MPG's?						