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Secondary Transition Pocket Guide

A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities OSERS

<http://pathfinder-nd.org/resource.php?a=82>

Launch My Life
<https://www.launchmylifend.com>

The Special Education in ND Webinar Series PSND
<http://pathfinder-nd.org/webinar.php?a=9>

Office of Special Education and Rehabilitative Services (OSERS)
<https://www2.ed.gov/about/offices/list/osers/index.html>

Center for Parent Information and Resources (CIPR)
<https://www.parentcenterhub.org/>

ND Department of Public Instruction (NDDPI)
<https://www.nd.gov/dpi/>

Pathfinder Services of ND
<https://www.pathfinder-nd.org/>

Additional Resources

Terms & Acronyms

Secondary Transition Assessment - An ongoing process of collecting data on a student's strengths, needs, and interests in the areas of education/training, employment and when appropriate, independent living.

Measurable Secondary Goals (IEP section T-1) -Goals that are based on the student's likes and interests in the areas of training/education, employment and, when appropriate, independent living skills. The measurable postsecondary goals assist the student and the IEP team in developing a plan to build the skills needed to reach the goals by the time they leave high school. Measurable postsecondary goals are reviewed and updated every year.

Course of Study (IEP section T-2)- Documentation of the coursework and the educational experiences that will lead to graduation and the student's desired postsecondary goals. This section of the IEP also provides documentation of the student's graduation expectations and the Transfer of Rights to the student.

Transition Services (IEP section T-3)-Serves as a plan that identifies and specifies what must be done in high school to prepare the student for adult life. It includes the strategies and/or services needed, decisions about agency responsibility and documents accountability including timelines.

Summary of Performance (SOP)- Developed for a student whose eligibility for special education will terminate due to graduation with a regular diploma, or due to exceeding the age of eligibility. The SOP provides a summary of the student's academic achievement and functional performance and includes recommendations on how to assist the student in meeting the student's postsecondary goals.

Additional Resources

environment.

process creates an IEP that accommodates the student's unique needs in an appropriate learning completed, the information from that section is used to develop the next section of the IEP. This for decision-making which will build a program for the student. As a section in the IEP framework is

When a student reaches age 16, the secondary transition IEP planning process provides a framework who is 18 years of age must be obtained prior to providing agencies.

the transition services to be included in the student's IEP. The consent from the parent or the student postsecondary goals are discussed, if that agency is likely to be responsible for providing or paying for

Agencies can be invited to participate at IEP Team meetings when transition services and guardian. records, and attending meetings transfer to the student, from the parent, unless a parent becomes age of 18 years in North Dakota. At 18 years of age, these rights of making decisions, reviewing

Procedural safeguard rights with the Individuals with Disabilities Act (IDEA) transfer to a student at the

interests when the IEP is developed. student does not attend the IEP meeting, the school must consider that the student's likes and interests when the IEP is developed.

Secondary transition services individualized education program (IEP) to be in effect when the student turns 19 (unless determined appropriate by the IEP team). If the student does not attend the IEP meeting, the school must consider that the student's likes and interests when the IEP is developed.

Things to Remember

Secondary transition services individualized education program (IEP) to be in effect when the student turns 19 (unless determined appropriate by the IEP team). If the student does not attend the IEP meeting, the school must consider that the student's likes and interests when the IEP is developed.

ND Secondary Transition IEP Framework

1. Student and IEP Team Information
2. Measurable Postsecondary Goals (T-1)
3. Present Level of Academic Achievement and Functional Performance
4. Consideration of Special Factors
5. Course of Study (T-2) Graduation and Transfer of Rights
6. Transition Services (T-3)
7. Annual Goals/Short-term Objectives/Periodic Review of Services
8. Adaptation of Education Services
9. Description of Activities With Students Who Are Not Disabled
10. Educational Environment
11. Special Education and Related Services

▶ **LOOK INSIDE FOR MORE** ▶

Secondary Transition Assessment Process

What is it?

- It is an ongoing process of collecting information on a student's strengths, needs, and interests in the areas of education or training, employment, and - when appropriate - independent living.
- The process includes a combination of formal and informal secondary transition assessments such as: paper and pencil tests; structured student and family interviews; observational community or work-based assessments; and curriculum-based assessments.
- These assessments assist the student in making a connection between their individual academic program and their post-school ambitions.
- They also help the IEP Team to determine the skill levels the student has achieved to provide information to build the student's secondary transition IEP.
- As with all special education evaluations, the secondary transition assessment process is accurate, comprehensive, and individualized.

Secondary Transition Assessment Process

ND Secondary Transition IEP Framework

1

Student and IEP Team Information- Key information about the student, the student's parent or guardian, and the IEP Team is collected. Important members of the secondary transition IEP Team include the parent(s), a representative from the local education agency (LEA), the student's regular education teacher, a special education teacher or provider, and someone who can explain what the evaluation results mean for instruction. For secondary transition IEPs, the student and a representative from a community agency are also included.

2

Measurable Postsecondary Goals (IEP Section T-1)- Measurable postsecondary goals help the student and the IEP team create a plan to build the skills needed to reach the student's goals after high school. These goals are based on the student's interests in areas such as education or training, work, and, when appropriate, independent living skills. The goals are developed using age-appropriate assessments. The secondary transition assessment process is ongoing and collects information about the student's strengths, needs, and interests.

3

Present Level of Academic Achievement and Functional Performance (Present Level) The Present Level describes the student's current abilities, performance, strengths, and needs at school and at home. It serves as the foundation for developing the rest of the IEP. For all students ages 3 through 21, the Present Level includes standard areas of academic and functional performance. For secondary transition IEPs, it also includes areas such as job and job training, recreation and leisure, home and independent living, community participation, postsecondary training and learning opportunities, and related services.

4

Consideration of Special Factors- When developing the student's IEP, the team must consider and document any special factors that may affect the student's learning. This includes limited English proficiency, visual or hearing impairments, communication needs, use of assistive technology, and behavior needs.

5

Course of Study (IEP Section T-2)- The Course of Study lists the classes and educational experiences that will help the student graduate and reach their postsecondary goals. This section also shows the student's expected graduation plan and includes information about the Transfer of Rights to the student.

6

Transition Services (IEP Section T-3)- The Coordinated Set of Strategies and Activities is a plan that shows what steps are needed to prepare the student for adult life. It explains the strategies or services required, who is responsible for them, and how progress will be tracked, including timelines for each activity.

7

Annual Goals, Short-Term Objectives, and Periodic Review of Services- Annual goals are based on the student's Present Level and describe what the student is expected to achieve in a year. For students with a secondary transition IEP, these goals should match the student's transition service needs. Short-term objectives are measurable steps that help the student reach each goal, though they are not required for all students. The Periodic Review of Services checks whether the student is making progress with the special education services provided and whether the placement and services are meeting the student's learning needs.

8

Adaptation of Educational Services- This section summarizes the adaptations, accommodations, modifications, supports, and other adjustments that help the student take part in the general education curriculum and other school activities as fully as possible. It also includes information about the student's participation in state and districtwide assessments.

9

Description of Activities with Students Who Are Not Disabled- Students with disabilities must have the chance to participate in nonacademic and extracurricular activities with students without disabilities. The IEP Team also specifies the type of physical education program the student will take part in.

10

Educational Environment- Students with disabilities should be educated with students without disabilities as much as possible. The IEP Team decides the least restrictive environment (LRE) for the student after setting goals and objectives and identifying any instructional accommodations or modifications.

This brochure was developed primarily from secondary transition information reviewed from the following agencies:

ND Department of Public Instruction - Section 504 Subpart D - Guidelines for Educators and Administrators

<http://www.nd.gov/dpi>


Center for Parent Information and Resources (CPIR)


<http://www.parentcenterhub.org>


Office of Special Education and Rehabilitative Services (OSERS)

<https://www2.ed.gov/about/offices/list/osers/index.html>

Pathfinder Services of ND (PSND) is a 501(c)(3) non-profit organization that provides educational resources and navigational supports through statewide services to families, youth, and professionals.

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