

SECONDARY TRANSITION

The purpose of IDEA 2004 is to ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for **further education, employment and independent living.**

Transition Services Definition

a) Transition services are to be a coordinated set of activities for a student with a disability:

- 1) That is designed to be within a results oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
- 2) Is based on the individual student's needs, taking into account the student's strengths, preferences, and interests, and includes:
 - Instruction;
 - Related Services;
 - Community Experiences;
 - The development of employment and other post-school adult living objectives; and
 - If appropriate, the acquisition of daily living skills and the provision of a functional vocational evaluation.

Age for Beginning Transition Services

Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter. The student must be invited to all IEP meetings where transition will be discussed. The IEP team must actively involve the student in developing his/her IEP. If the student does not attend, other steps are required to ensure that his/her strengths, preferences and interests are considered as part of the IEP development. These strengths, interests and preferences will describe what the student wants to do when he, she has completed school, such as;

- Further education, employment, military, etc.);
- How they want to live (e.g., independent living, apartment, group home, etc.); and
- How they want to take part in the community (e.g., transportation, recreation, etc.) after high school.

IEP Team Transition Responsibilities

The IEP Team Must Develop and Document:

- Present levels of Academic Achievement and Functional Performance
- Measurable annual goals, including academic and functional goals
- Agency Participation
- Graduation Date
- Post- Secondary Goals
- Secondary Transition Services (including course of study)
- Transfer of Rights

IEP-Agency Participation

To the extent appropriate, with the consent of parents or a student who has reached the age of majority, using the **Parental Permission to Exchange Information Form**, the district must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services. If the agency representative did not attend, the IEP team should document their input. If a participating agency fails to provide agreed upon transition services contained in the IEP, the School District is responsible to initiate a meeting for the purpose of identifying alternative strategies to meet the transition objectives.

Relevant agencies could include:

- Vocation Rehabilitation Department
- County Developmental Disability Services
- County Mental Health Services
- Career/Job Centers
- Independent Living Centers
- College Disability Coordinator
- School to Career Personnel

Post-Secondary Goals

The **IEP** must include appropriate measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills.

Tools to Develop Post-Secondary Goals

- *Students interests and preferences*
- *Student interview and inventories*
- *Family interviews and inventories*
- *Career exploration activities, job shadowing, structured work experience*
- *Interest and aptitude testing*
- *Community participation (e.g. church, clubs, etc.)*
- *Person Centered Planning, Maps*
- *Input from peers, family, extended family and others who know the student*

Secondary Transitioning Services

The IEP must include the transition services (including course of study) needed to assist the student in reaching the postsecondary goals. Transition services for a student with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a student with a disability to benefit from special education.

1) Course of Study to Meet Post-Secondary Goals

The "course of study" statement helps delineate the student's coursework during high school. A student's course of study, which must be updated annually, should relate directly to the student's post-secondary goals. The student's long-range goals may change over time so the course of study must be reviewed annually.

Examples:

- *Math through Algebra II; all industrial arts classes that focus on engineering and technology within construction fields; job shadowing and possible community work experience.*
- *At least one family consumer science class each semester to acquire adult living skills, functional math and community-based work experience in health ad food service areas.*
- *Courses in science through physics; and in math through Algebra II; classes and work-based learning experiences in medical settings.*

The course of student statement should address the classes, experiences, and activities that will be meaningful to the student's future, motivate the student to complete his or her education, and support post-school outcomes.

2) Transition Services

The IEP team must indicate the transition services that are addressed in the **IEP** (e.g., instruction, community experiences, employment, and other post-school adult living objectives, daily living skills, and /or functional vocational evaluation, if appropriate). The student's needed transition services are part of a long-range plan that coordinates the last years of high school and the years immediately following high school. The services are focused on improving the academic and functional achievement of the student with a disability to facilitate movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing adult education, adult services, independent living or community participation.

Transfer of Rights

Procedural safeguard rights associated with IDEA transfer to the student at the age of majority. In Oregon, the age of majority is 18, or when the student gets married or becomes legally emancipated. The IEP team must plan ahead, and assist the student and the parent in understanding and preparing for the transfer of rights that will occur. There are two points in time associated with the transfer of rights. The first occurs at least one year before the student reaches the age of majority, and is an **IEP** content requirement. The second occurs when the student reaches the age of majority, and is a procedural safeguard requirement.

- **At least one year before the student turns 18:** On the **IEP form**, the IEP Team documents that the discussion(s) with the student and parent regarding the transfer of rights has occurred.
- **When the student reaches the age of majority:** The district must provide written notice of the transfer to the student and the parent. The **Notice of Transfer of Special Education Rights Form**, must be provided at the time the student reaches the age of majority, which may or may not be at the time of the annual review.

Summary of Performance IDEA

The school district must provide a **Summary of Performance Form** to students who are graduating from secondary school with a regular diploma, or are leaving due to exceeding the age of eligibility for a free appropriate public education (end of school year in which they turn 21). The **Summary of Performance** includes a summary of the academic achievement and functional performance, and recommendations on how to assist the student in meeting the student's post-secondary goals.

The **Summary of Performance** does not require new testing. It is based on a student's postsecondary goals and should include a statement about strengths and needs. Data should be distilled into understandable and usable terms that are not jargon or a list of test scores.

IDEA does not explicitly require a Summary of Performance for students who are leaving school before the end of their entitlement period due to graduation with a modified diploma or another diploma or certificate. ODE recommends providing a Summary of Performance for these students also.

Post School Outcome Data Collection

The purpose is to calculate the percent of youth, who had IEPs, are no longer in secondary school and have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. The population for data collection includes dropouts, graduates, and students who have aged out. All exiting students will be given the opportunity to participate in the exiting survey in each spring and the follow-up interview one year after graduation. Students who are 18 years old and over must sign an agreement to participate form and students who are under 18 must have the participation form signed by a parent or guardian.

ODE will provide the District with a list of students to be interviewed in each year, including students who dropped out.