



**PUBLIC SCHOOLS OF NORTH CAROLINA**

State Board of Education | Department of Public Instruction

# Individualized Education Programs

Module #4b: Secondary Transition

Summary of Performance

# Transition Planning

“A truly successful transition process is the result of comprehensive team planning that is driven by the dreams, desires and abilities of youth. A transition plan provides the basic structure for preparing an individual to live, work and play in the community, as fully and independently as possible.”

*PACER Center Inc. (2001). Parent tips for transition planning, PHP-c80. Retrieved from [www.asec.net/Archives/Transitionresources/Parent%20tips%20for%20transition.pdf](http://www.asec.net/Archives/Transitionresources/Parent%20tips%20for%20transition.pdf).*

# Transition Policy

At age 14:

Must include initial transition components:

- Needs
- Strengths
- Preferences
- Interests
- Course of study

Additionally, at age 16:

- Appropriate measurable postsecondary goals based upon age appropriate transition assessments
- Annual IEP goals related to the student transition services needs
- Transition services, including course of study, that will reasonably enable the student to meet the postsecondary goals

For the transition aged student, age appropriate Transition assessments will be discussed within the present level(s) of performance section on the IEP. In most instances, postsecondary transition assessments will address one (or more) of the postsecondary goal areas of: education/training, employment and as appropriate independent living.

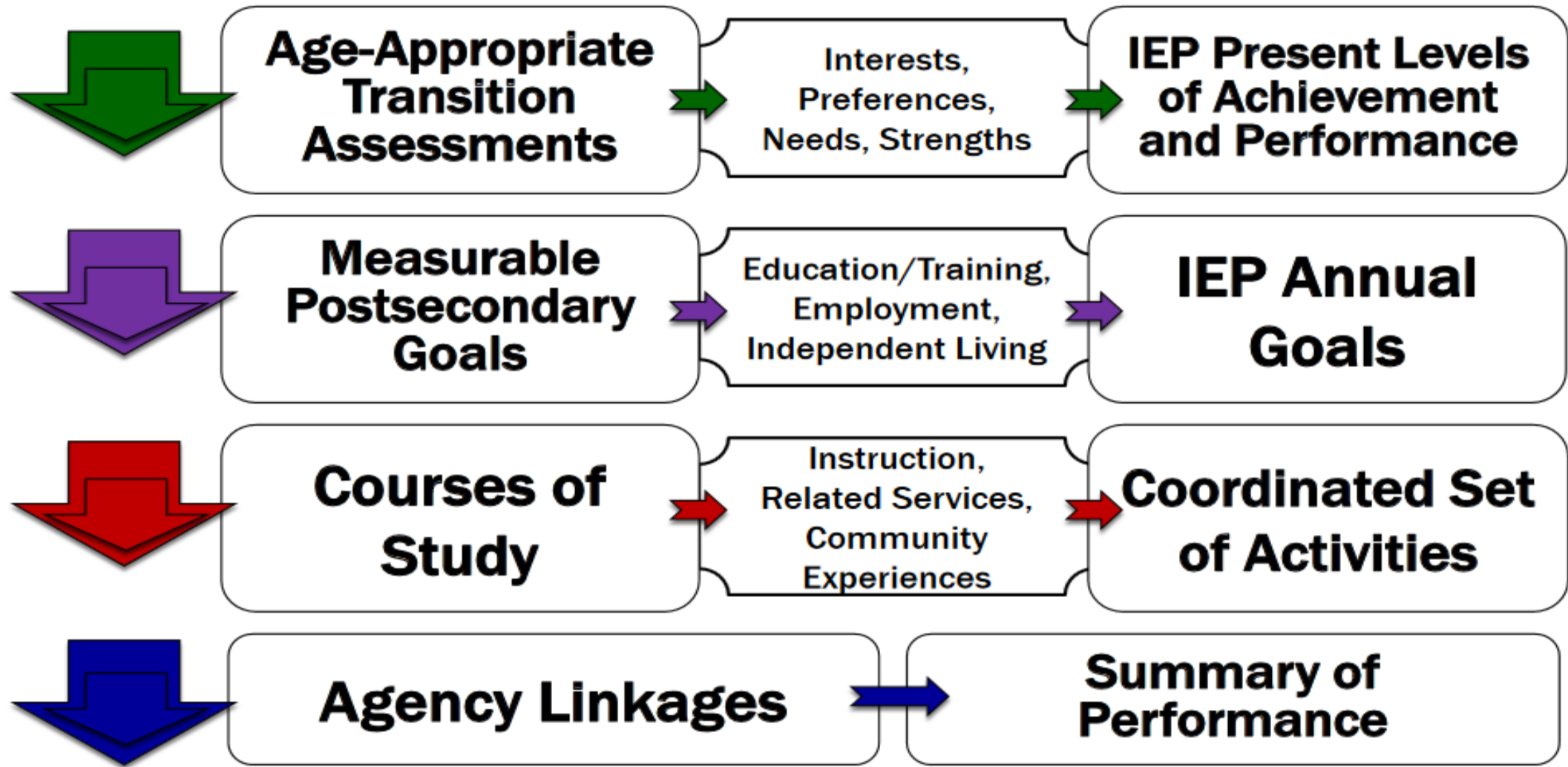
# Secondary Transition in the IEP

At age 14, the IEP team must ensure that the needs, interests, preferences of the student are considered in the development of the IEP. Beginning with this IEP, the student must be invited to the Transition IEP meeting. The course of study selection should also be carefully considered in relation to the student's postsecondary goals.

# Transition Planning Practices

1. **Invite** student;
2. **Administer** age appropriate transition assessments;
3. **Determine** needs, interests, preferences, and strengths;
4. **Develop** postsecondary goals;
5. **Create** annual goals consistent with postsecondary goals;
6. **Determine** transition services, including course of study needed to assist your student in reaching those goals;
7. **Consult** other agencies, in particular, the VR agency; and
8. **Update** annually.

# The Transition Process





## Essential questions:

“What do we know about our student?”

“Do we need more information about a specific postsecondary area: education/training, employment and /or independent living?”

“How will we gather that data/information?” might help IEP teams select age appropriate transition assessments.

# Postsecondary Goals and Supports

## Critical Questions:

Where and how will the student continue to learn and/or gain skills after graduation?

Where will the student work or how will the student engage in productive activities after graduation?

Where will the student live and what supports are needed?

Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?

Are the postsecondary goals based upon age appropriate transition assessment(s)?

# Writing Postsecondary Goals

The postsecondary goals should be stated in such a way that we could measure the extent to which the student has been able to achieve what he/she set out to do

- Use results-oriented terms such as “enrolled in”, “work”, “live independently”
- Use descriptors such as “full-time” and “part-time”

## Postsecondary Goals

### Education/Training

After High School, Ethan will attend North Carolina State University to complete a four year degree in the area of Business Administration.

### Employment

Ethan will be employed as a store manager in a sports equipment retail store.

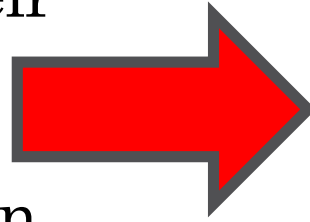
### Independent Living (if appropriate)

An independent living goal is not appropriate at this time.

What skills, knowledge, and experiences must the student attain, this academic year, to support them in achieving their postsecondary goals?

Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

Who is responsible for assisting the student in completing their transition activities/services?



## Transition Services

- Instruction
- Related Services
- Community Experiences
- Employment Development
- Daily Living Skills\*
- Functional Vocational Evaluation\*

\*as appropriate

<b>Postsecondary Supports</b>		
<b>Transition Services</b>	<b>Transition Activities</b>	<b>Responsible Person(s) or Agency</b>
<b>Instruction:</b>	Enroll in personal finance course	School/Student
<b>Related Services:</b>	Related Services are not needed	
<b>Community Experiences:</b>	Obtain a drivers license	Student/Family
<b>Employment Development:</b>	Participate in job shadowing	School/Student
<b>Daily Living Skills:</b> (if appropriate)	Daily Living Skills are not needed	
<b>Functional Vocational Evaluation:</b> (if appropriate)	A Functional Vocational Evaluation is not needed	

# Instruction

- Participate in an internship program.
- Participate in anger management counseling sessions.
- Enroll in personal finance course.
- Participate in transportation training .
- Participate in a CPR/First Aid course.
- Enroll in parenting classes.
- Research colleges and/or careers and requirements.



# Related Services

- Complete an assistive technology evaluation
- Participate in orientation and mobility services
- Work with school health nurse on medication management
- Learn how to access interpreter services for college and/or employment settings
- Participate in rehabilitation counseling

# Community Experiences

- Participate in job shadowing
- Tour colleges
- Tour employment or other community settings
- Tour apartments
- Obtain a state identification and/or drivers license
- Register with Selective Services
- Understand and participate in the voting process
- Join and/or participate in community recreation center

# Employment Development

- Complete application process for Vocational Rehabilitation Services
- Interview employees in postsecondary employment interest area
- Meet with supported employment providers to identify services
- Practice completing job applications and interviewing skills
- Attend career fair at school
- Meet with armed forces recruiter

# Daily Living Skills\* and Vocational Evaluation\*

- Take cooking classes
- Learn to operate washer/dryer
- Learn to use an ATM card
- Learn meal preparation
- Learn grocery skills
- Learn how to purchase and care for clothes
- Learn and practice basic self care
- Communicate personal information (e.g., name, address, gender, telephone number, etc.) in appropriate situations

\*  
as appropriate

**Within the IEP, it is important for other annual IEP goals to complement and address the student's transition needs.**

For example, Ethan's writing goal:

Ethan will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. Using an analytic rubric, he will achieve a minimum score of 3/5 on all sections.

# Outside Agency Participation

# Transfer of Rights and Age of Majority

There are two parts to the Age of Majority and Transfer of Rights process

- The first part is informing the student and parent that the transfer of rights is forthcoming at age 18; this part is done one year prior to the student turning 18. The team must document the date the Transfer of Rights discussion associated with the Age of Majority was held and should document any resources that were provided to the student and parents within the IEP and the Prior Written Notice. In addition to the IEP and PWN, documentation may also be completed through a separate form created by the LEA.
- The second part of the process is to notify and document that the transfer of rights has occurred; this part is done at age 18 and must be included in the intent in the Prior Written Notice. The IEP team should again check the YES box once the transfer of rights has occurred.

It is best practice to provide the student and parent with additional information and resources associated with transfer of rights and alternatives to guardianship.



# Summary of Performance

The intent of the Summary of Performance document (SOP) is to promote success and facilitate the student's transition from high school to postsecondary training or employment.

The SOP provides the student with a summary of his/her academic achievement and functional performance in order to assist with the transition beyond high school.

Within the Summary of Educational Performance, a description of the student's present levels of academic and functional performance, accommodations and modifications required by the student should be included.

The Summary of Performance should include information regarding assistive technology devices essential to the student's success in postsecondary settings.

The team should include recommendations to assist the student in meeting their postsecondary goals and to enhance success in a post-school setting.

At the end of the student's high school career, it is important to ensure that the LEA has updated contact information .

Students should be made aware that the LEA is interested in hearing about their postsecondary education, work and living experiences and will be conducting a survey to gather data and obtain information to improve transition services.